



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**DAV UNIVERSITY JALANDHAR**

DAV UNIVERSITY, JALANDHAR-PATHANKOT NATIONAL HIGHWAY-44,  
SARMASTPUR VILLAGE, JALANDHAR  
144012

[www.davuniversity.org](http://www.davuniversity.org)

**SSR SUBMITTED DATE: 30-09-2024**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

DAV University stands as a pioneer in contemporary education in India, emphasizing 21st-century skills crucial for success in today's competitive landscape. The campus, marked by modern infrastructure and verdant spaces, serves as an inspiring backdrop for academic pursuits, co-operative experiences and extracurricular activities. Our curriculum spans engineering, business management, sciences, humanities & social sciences, law education, physical education, agriculture sciences and pharmaceutical sciences strategically designed to foster critical thinking, creativity, and adaptability among students. The forward-thinking faculty prioritizes skill development, problem-solving, communication, and collaboration, aiming to prepare graduates for the challenges of the modern world. DAV network covers 900+ campuses spread over 21 states of India, with nearly 2 million students being trained yearly.

### Legacy and Accreditation

Established under a Legislative Act of the Punjab Government, and empowered to confer degrees under Section 22 of the UGC Act 1956, DAV University continues the legacy of its founding institutions, aiming to reform and redefine India's educational landscape.

### Academic Excellence

Spread across 72 acres, our multi-disciplinary institution offers a modern academic environment conducive to learning and growth. From engineering to business management, from natural sciences to physical and life sciences, our faculties ensure a comprehensive education that prepares students for the challenges of the modern world.

### State-of-the-Art Infrastructure

At DAV University, we pride ourselves on our modern infrastructure, featuring state-of-the-art buildings, 24 hr power backup, spacious student centre, and ample parking facilities. Our campus boasts playgrounds, sports arenas, and fitness facilities, fostering a holistic development of our students.

### Student-Centric Approach

With a commitment to quality education and unwavering support for our students, DAV University is widely recognized as the premier educational institution in Punjab. Our dedication to student success sets us apart, making us the top choice for aspiring scholars.

### Vision

- To ardently seek, consider and implement latest nuances, developments and innovations in Sciences, Languages, Engineering and Technology, Business Studies and Computer Sciences in order to ensure that students develop a holistic acumen for making strategic and judicious decisions in the local and global spectra.

- To harness and transform natural, human and technological resources to ensure sustainable development, so that they enhance, enrich and bequest human life with imagination, skills and vision. Thereby, they become instrumental in the integral development of society and mankind.

## **Mission**

- To facilitate our stakeholders to have a broad, encompassing access to knowledge & education, and to assist individuals unravel deeper dimensions of learning & experimentation.
- To enable students become imaginative, integrated beings who constructively and creatively contribute to environment and society and who play a vital role in the advancement of learning and understanding.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### **1. Eminent Leadership:**

DAV University is guided by visionary leadership.

Dr Punam Suri, the Chancellor and Padma Shri Awardee, is well known for his innovative approach to decision-making, growth, and leadership, plays a pivotal role in the University's development.

The Vice Chancellor, Prof. (Dr) Manoj Kumar, is an eminent academician and researcher with vast experience in higher education, driving academic excellence and research innovation.

The Board of Management and the Governing Body include former Vice chancellors from various central Universities namely Dr. S.S. Johal, Dr. P.S. Jaiswal, Dr. R.C. Sobti and Dr. Sudhir Kumar Sopory, all of whom bring a wealth of leadership experience from top academic institutions.

#### **2. Committed and Dedicated Faculty:**

University boasts a team of passionate and experienced faculty members who have been integral to its growth over the last 11 years. This diverse group of educators plays a vital role in shaping students' academic success, offering both mentorship and innovative teaching methods to prepare them for future challenges.

#### **3. Research-Oriented Faculty:**

University has a strong focus on research, evident from the recognition of three faculty members in Stanford's list of the top 2% of scientists worldwide. This achievement highlights the University's emphasis on impactful research and global academic contributions.

#### **4. Industry-Integrated Programmes:**

The University has launched industry-integrated programmes in collaboration with leading corporates viz. SAP, Intel technology India Pvt. Ltd., Maruti Suzuki, Internal Skill Development Council, Honeywell, and L&T Edutech to meet the needs of industry ready work force.

## **5. Community Engagement:**

University is deeply committed to societal development and was bestowed with an award for Excellence in Serving for Social Causes in Rural Areas by ASSOCHAM which reflects the institution's role in uplifting rural communities through education.

## **6. Eco-Friendly Infrastructure:**

The University offers state-of-the-art infrastructure for teaching, learning, and research within a clean, green, and eco-friendly campus, providing a conducive environment for holistic academic growth.

## **7. Access to Quality Education for Rural Society and Regional Development:**

DAV University plays a pivotal role in providing high-quality, affordable higher education to students from rural society. By extending educational opportunities to underprivileged areas, the University contributes significantly to regional development.

## **Institutional Weakness**

### **1. Controlled Intake for Programmes in High-Demand:**

Despite the unprecedented demand for programmes in Pharmaceutical Sciences and Education, the University has a controlled intake capacity in these faculties. This restriction prevents the University from capitalizing on growing interest and limits its ability to accommodate more students who seek these valuable courses. Expanding the intake in these fields could help the University better serve the student community and meet regional, national and international demands for trained professionals.

### **2. Relatively Low Extramural Funding:**

DAV University currently faces challenges in securing substantial extramural funding from the government agencies for research projects. It is pertinent to note that although, the University has globally recognized faculty for their research, limited extramural financial support curtails the potential to scale research activities. Increasing funding opportunities through collaboration with government bodies, private industries, and international institutions would enhance the University's research capacity and innovation.

### **3. Regional Disadvantage:**

Punjab, being recognised as an agrarian and border state, lacks the presence of large size industry established by either central/state government or private sector. This limitation affects the potential for industry collaboration, research, and consultancy opportunities, which are crucial for academic and institutional growth.

## **Institutional Opportunity**

### **1. Collaborations with Industry:**

The growing demand for industry-academia collaborations presents a significant opportunity. By strengthening ties with local and national industries, DAV University can offer industry-integrated

programmes, internships, and real-world projects, enhancing student employability and research innovation.

## 2. **Scaling Research and Securing Funding:**

With its faculty recognized for research excellence, DAV University has an opportunity to expand its research efforts by securing additional funding from government agencies, international bodies, and private industries. The University has created its own research policy that provides incentives for patents and financial support for publications, encouraging further innovation and academic output.

## 3. **Tech-based Agriculture:**

Given the region's agricultural focus, DAV University can lead innovations by integrating modern technology into agriculture. This can position the University as a pioneer in agricultural transformation through research and education.

## 4. **Online and Distance Education:**

The rise of online education and the demand for flexible learning provide an opportunity for DAV University to offer online and distance education programs to professionals, international students, and remote learners.

## 5. **Alumni Engagement and Resources:**

Actively engaging the alumni network can contribute to institutional development. Alumni can support the University as visiting faculty, mentors, and donors. The University has also implemented an Alumni Management Software to enhance alumni networking.

## 6. **Global Recognition and MoUs:**

Signing more national and international MoUs can provide students and faculty with opportunities for global exposure, joint research, enhancing the University's international presence.

## 7. **Faculty Skill Enhancement:**

Investing in faculty development programs aimed at enhancing teaching, research, and industry-related skills can significantly boost educational quality. Workshops, industry training, and international exposure can enhance faculty capabilities.

## **Institutional Challenge**

### 1. **Societal Perception and Preference for Overseas Education Seeking Permanent Residency Abroad:**

One of the major challenges DAV University faces is the societal perception that higher education is primarily a pathway to employment or, for many, a stepping stone to securing permanent residency abroad. As more students prioritize overseas education for better job prospects and immigration opportunities, it becomes difficult to engage them domestically. Competing with global institutions and shifting this mindset requires the University to continuously innovate its curriculum and facilities, making global education at local price an attractive and viable option.

### 2. **Limited Job opening within state**

Graduates face limited job opportunities in certain sectors within the region. High-demand industries like IT and engineering have concentrated job markets in metropolitan areas, making employment challenging for local graduates.

### 3. **Shifting Focus from Jobs to Entrepreneurship:**

Encouraging students to embrace entrepreneurship instead of traditional employment is another challenge. Many still view stable jobs as the primary goal of education, making it difficult to foster a culture of innovation and entrepreneurship.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

At DAV University, Jalandhar, the curriculum is meticulously crafted to align with the university's vision and mission and **is tailored to meet local, regional, national and global developmental needs**. The curriculum is designed and updated in accordance with the guidelines released by various regulatory agencies like **UGC, AICTE, NCTE, PCI, BCI**, etc. and aims to provide holistic education that caters to both the academic and professional needs of students.

These needs are reflected in **Program Specific Outcomes (PSOs) and Course Outcomes (COs)**, which align with **industry demands, societal challenges, and technological advancements**. The curricula incorporate **relevant skills, knowledge, and competencies** that prepare students for various roles in the workforce and contribute to sustainable development. By addressing issues on **environmental sustainability, technological innovation, and socio-economic progress**, the curriculum ensures graduates are well-equipped to engage in both **local and global challenges**, fostering **inclusive growth and development**.

The programs focus on **employability, entrepreneurship, and skill development** by integrating **practical training, industry collaboration, and innovative learning**. Students gain **critical skills** through **internships, workshops, and mentorship**, while entrepreneurship is promoted via **business incubation and innovation labs**, preparing graduates for **successful careers or self-driven ventures**.

The university ensures that its curriculum remains dynamic and relevant by regularly updating it based on **feedback from stakeholders viz. industry experts, alumni and academic peers**. This approach ensures that students are equipped with **contemporary knowledge and skills** that meet the demands of the ever-evolving global job market.

- **Interdisciplinary courses, value-added programs**, and the inclusion of **emerging fields** are integral to the **curriculum design at DAV University**.
- Curriculum framework is also in accordance with the guidelines released in the **National Education Policy (NEP-2020) information brochure**.
- Additionally, the incorporation of **technology-enhanced learning tools** and methods ensures that students are proficient in digital literacy.

The curriculum integrates cross-cutting issues like **professional ethics, gender equality, human values, environment, and sustainability** by embedding these themes into various courses. Through **case studies, discussions, and project work**, students learn to address **ethical dilemmas, promote inclusivity, respect human values**, and contribute to **environmental and sustainable development efforts**.

### Teaching-learning and Evaluation

### Student Enrollment and Profile

Over 80% of students are admitted according to the sanctioned intake, with a strong emphasis on inclusivity for minorities, the differently-abled, and those from reserved categories. In the past five years, 82% of enrolled students have come from reserved categories, showcasing the University's commitment to diversity. Students hail from 20 different states, and more than 50% are female, contributing to a vibrant and varied campus community.

### **Catering to Student Diversity**

The University's faculty provides tailored support for slow learners through individualized attention, peer tutoring, and counselling. Advanced learners are encouraged through mentorship, advanced curricula, research projects, and special interest groups. They have the flexibility to pursue Major/Minor or Honours Programs and can select courses from Ability Enhancement, Skill Enhancement, and Multi-disciplinary repositories, alongside core/domain courses within a Choice Based Credit System (CBCS).

### **Teaching-Learning Process**

Emphasizing student-centric and experiential learning, the University incorporates various ICT-enabled tools, including smart classrooms and audio-visual aids. The student-to-faculty mentor ratio is approximately 16:1, facilitating personalized guidance.

### **Academic and Psychological Support**

A comprehensive five-stage mentorship system supports both academic and psychological needs. This includes counselling by the Dean of Student Welfare, departmental coordinators, faculty mentors, hostel wardens, and access to both internal and external psychologists, ensuring effective assistance for all students.

### **Teacher Profile and Quality**

Over 50% of faculty members hold PhD degrees, with an average teaching experience exceeding ten years. Industry professionals from notable companies like SAP, L&T EduTech, Intel, and Maruti Suzuki frequently teach courses, enriching industry-integrated programs with practical insights.

### **Student Performance and Learning Outcomes**

The University boasts a pass percentage of over 90%, implementing outcome-based education with clear learning outcomes communicated to students. Assessment methods are both direct and indirect, ensuring thorough evaluation. The diverse range of interdisciplinary courses, innovative teaching methods, and engaging co-curricular activities contribute to high student satisfaction levels.

### **Research, Innovations and Extension**

The University has established a robust research culture across diverse disciplines as evidenced by research publications in high impact journals, consultancy and patents. University is supporting faculty research with

internal seed funding and offers support such as fellowships, startup aid, and financial assistance for filing patents. The University's research policy is updated from time to time and is communicated to all its stakeholders and is available on its website.

The University's innovation ecosystem merges modern technology with the Indian Knowledge System (IKS), promoting innovation while preserving tradition. A Vedic Chair focuses on integrating Vedic literature, Sanskrit, and Vedic mathematics into contemporary academic research and education. The Incubation Centre serves as a key player in transforming innovative ideas into viable businesses. Through mentorship, seed funding, and access to critical infrastructure, the Centre nurtures startups. The University, in collaboration with experts from PUM, Netherlands, has set up the Centre to create a sustainable innovation ecosystem at DAV University. The Centre's mission is to support early-stage ventures and equip them with the tools necessary for growth and success.

The University holds more than 690 publications in Scopus and 505 publications in WOS indexed journals, with citations exceeding 12000 and Scopus h-Index of 45 and WOS h-Index of 38 during the last five years. The University has secured extramural funding of more than 20 crores from Government and Non-government organizations. With more than 690 publications in Scopus, including 8 granted patents and 9 published patents, our research output is notable, featuring high-impact publications in both national and international journals. Our involvement in international research collaborations showcases our global engagement and commitment to advancing scientific knowledge.

The University sensitizes social issues through community engagement activities for holistic development of its students. The Student Activity Centre promotes initiatives like NCC and NSS, fostering social awareness and leadership. Through internships and volunteer work, students address local needs such as sanitation and health, contributing to community development.

The University's concerted efforts in research, innovation, and extension reflect our dedication to excellence in education and our role as a proactive contributor to societal development.

## Infrastructure and Learning Resources

### Campus Overview

- **72-acre** eco-friendly green campus.
- Total constructed area: **105,882 Sq. m**.
- Facilities include **43,798 Sq. m** for classrooms & laboratories, and **39,337 Sq. m** for hostels (boys and girls), "guest house", "sports/recreation facility", and "wellness center".

### Teaching-Learning Resources

- Three academic blocks with **98** spacious, well-ventilated classrooms.
- **50%** of classrooms are air-conditioned; **35%** equipped with ICT facility.
- **6** seminar halls, **2** conference halls, and a large auditorium.
- Central Instrumentation Centre (CIC) enhances research capabilities.
- **75** well equipped laboratories and workshops.

- **50.75 acres** of farmland designated for agricultural research & experiential.

### Library (Knowledge Resource Centre)

- Spans **2,635.17 Sq. m**; accommodates **500** students.
- Fully automated with e-learning section featuring **40 computers** (n-computing).
- Multiple e-resource databases, including **JSTOR, EBSCO, World e-Book Library, and South Asia Archives**, providing access to **e-books** and **e-journals** for students and faculty.
- The **Centre for Inclusivity** supports persons with disabilities by providing a dedicated section with **Braille books** and other assistive electronic devices.
- **ICT Facilities**
- **35%** of classrooms are smart classrooms.
- Customized **Learning Management System (LMS)** based on Moodle.
- High-speed **1.1 Gbps** Wi-Fi connectivity and robust computing equipment.
- **Cultural and Sports Facilities**
- State-of-the-art **auditorium** with a **1,200** pax capacity.
- **Open-air theatres/Amphitheaters** for cultural events.
- Comprehensive sports facilities including a **multipurpose hall, gymnasium**, and various **outdoor courts**.

### Student Support and Progression

Career development is a key priority at DAV University. The University has a Corporate Resource Center and a Center for Competitive Examination dedicated to helping students assess their interests, skills, and career objectives. This cell is essential in guiding students to recognize their skillsets and understand how their education aligns with future career opportunities. The cell offers vital support and encouragement, especially during challenging times, helping individuals navigate their paths toward successful and rewarding careers. The Center for Competitive Examination and the Corporate Resource Center provide comprehensive training in soft skills, communication, and exam preparation, ensuring students are well-equipped for professional success. To further empower students, the Center offers specialized training for civil service exams as well as other national and international level examinations. By collaborating with nationally and internationally renowned resource persons, the University enhances the quality of its training programs, thereby increasing students' chances of success in these career and competitive fields.

Active student representation is crucial to the University's governance. Students participate in various committees, including the Board of Studies, ensuring their perspectives help shape academic policies and enhance the overall educational experience. Students engage in numerous professional society activities and take on significant roles in committees focused on sports, arts, and culture. Their contributions also include hostel management, student clubs, and anti-ragging initiatives, demonstrating their commitment to a vibrant campus community.

The Alumni Association plays a vital role in the support network, maintaining strong ties with former students and providing mentoring, career counseling, and placement assistance. It also organizes activities like mock

interviews, significantly boosting students' career prospects. Through these initiatives, DAV University fosters a supportive environment that prepares students academically while equipping them with the skills and connections needed for career success, highlighting its dedication to their overall development.

### **Governance, Leadership and Management**

DAV University is promoted and managed under the dynamic leadership of **DAV College Trust and Management Society** New Delhi, **the largest non-government educational organization (not for profit) managing approx. 950 intuitions** across the country. The Apex bodies of the university i.e., **Governing Body** and **Board of Management** include former Vice chancellors from central Universities Viz. Panjab University and Jawahar Lal Nehru University etc.; namely **Dr. S.S. Johal, Dr. P.S. Jaiswal, Dr. R.C. Sobti,; and Dr. Sudhir Kumar Sopory.**

The institution follows a **decentralized, participative management model**, with over **50 committees** and a **student council** contributing to decision-making.

University's vision and mission emphasize **holistic student development**, aligning with **NEP, 2020**. This approach promotes **industry integrated curricula, hands on practical training, and skill-building**. **Academic flexibility** is ensured through **choice based credit system, multiple entry and exit system** supported by the **Academic Bank of Credits**. The “**Strategic Plan**” of the university comprehend **short term** and **long term goals** for their adherence in stipulated **timeline** for **sustainable growth**.

University follows the rules and regulations related to appointments and service as mentioned in the **HR Manual** for **managing and developing the Human capital**. A **multi-level performance appraisal system** is in place i.e based upon **teaching, research, professional growth, and contributions to institutional development**. Regarding welfare of staff, **intramural and extra mural facilities have been provided in addition to the financial Support**.

University mobilizes resources from **various internal and external sources**, including transport and **hostel fees, farm produce, alumni contributions, and sponsorships**. These funds are used for **infrastructure, academic activities, sports, and health facilities**, and are **audited for accountability**.

IQAC has implemented the notion of **Outcome based Education** in the university with the defined PEOs, POs, PSOs, COs and a good flow of **feedback systems** involving all the stakeholders. **Under the recommendations of IQAC progressive improvements have been observed in terms of number and quality of research publications, Infrastructure, Scholarships, Seed money, MOUs, innovative programmes, number of events on quality conducted by IQAC and further, expanding the horizons for LMS and ERP.**

### **Institutional Values and Best Practices**

DAV University stands out for its commitment to creating a supportive, inclusive, and sustainable educational environment. Below is an overview of the university's distinctive features:

- **Inclusive Environment:**
  - **Gender Equity:**
    - Gender Sensitization Cell conducts audits, perception surveys, and awareness programs.
    - Women Empowerment Cell provides self-defense training, health awareness, and enhanced campus facilities.
    - Separate hostels, comprehensive security measures, and sanitary facilities improve the safety and comfort of female students.
  - **Barrier-Free Campus:**
    - Creates a barrier-free environment with ramps, Divyangjan-friendly washrooms, and assistive technologies.
    - Inclusivity Centre in the library and support from the dispensary ensure full participation in academic and social activities.
- **Sustainability Initiatives:**
  - **Energy Conservation:**
    - Utilizes solar energy, biogas plants, and LED lighting to reduce energy consumption.
  - **Waste Management:**
    - Employs systems for solid, liquid, biomedical, and e-waste, including vermicompost units and sewage treatment plants.
  - **Water Conservation:**
    - Implements rainwater harvesting, borewell recharge, and wastewater recycling.
  - **Green Campus:**
    - Promotes pedestrian pathways, bicycle and e-vehicle use, and maintains a plastic-free environment.
- **Cultural and Civic Responsibility:**
  - **Cultural Diversity:**
    - Celebrates festivals and cultural events, fostering communal harmony and socio-economic diversity.
  - **Civic Engagement:**
    - Integrates value-based learning with courses like Human Values and Ethics.
    - Organizes voter awareness programs and Constitution Day celebrations.
- **Economic Empowerment:**
  - **Women Empowerment Initiatives:**
    - Offers self-defense training and health programs to support women.
  - **Earn While You Learn Program:**
    - Provides opportunities for economically disadvantaged students to create and sell products, work in the library, and gain practical experience.
- **Distinctive Area: Empowering Agricultural Communities through Education and Engagement**
- **Principles of Arya Samaj:** Emphasizes holistic education and social responsibility.
- **Student Demographics:** Nearly 40% of students come from agricultural backgrounds, benefiting from tailored programs.
- **Sustainable Farming Initiatives:** Specialized training and consultancy services to enhance agricultural productivity and waste recycling.
- **Community Engagement:** Integrated into the curriculum, promoting interaction with rural communities.
- **Sustainable Development Goals:** Aligns initiatives with SDGs 1, 2, 3, 5 and 13
- **Recognition:** “Excellence in Serving for Social Causes in Rural Areas” award by the ASSOCHAM.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	DAV UNIVERSITY JALANDHAR
Address	DAV University, Jalandhar-Pathankot National Highway-44, Sarmastpur Village, Jalandhar
City	Jalandhar
State	Punjab
Pin	144012
Website	<a href="http://www.davuniversity.org">www.davuniversity.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Manoj Kumar	0181-2708845	6280885423	-	naac@davuniversity.org
IQAC / CIQA coordinator	Sapna Sethi	0181-2708844	9872070038	-	director.iqac@davuniversity.org

Nature of University	
Nature of University	State Private University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	18-02-2013
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	18-02-2013	<a href="#">View Document</a>
12B of UGC		

<b>University with Potential for Excellence</b>	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	DAV University, Jalandhar-Pathankot National Highway-44, Sarma Pur Village, Jalandhar	Rural	72	105882	fifty eight		

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td><a href="#">116962_15851_4_1716918703.pdf</a></td> </tr> <tr> <td>PCI</td> <td><a href="#">116962_15851_6_1716918692.pdf</a></td> </tr> <tr> <td>BCI</td> <td><a href="#">116962_15851_8_1716975623.pdf</a></td> </tr> </tbody> </table>	SRA program	Document	NCTE	<a href="#">116962_15851_4_1716918703.pdf</a>	PCI	<a href="#">116962_15851_6_1716918692.pdf</a>	BCI	<a href="#">116962_15851_8_1716975623.pdf</a>	
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### Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	21				42				141			
Recruited	13	1	0	14	19	9	0	28	60	81	0	141
Yet to Recruit	7				14				0			
On Contract	12	1	0	13	3	1	0	4	32	65	0	97

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				80
Recruited	57	17	0	74
Yet to Recruit				6
On Contract	36	13	0	49

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				25
Recruited	16	6	0	22
Yet to Recruit				3
On Contract	10	3	0	13

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	16	8	0	14	9	0	48
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	13	7	0	20
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	0	0	0	1	0	9	17	0	39
M.Phil.	0	0	0	1	0	0	0	2	0	3
PG	0	1	0	2	0	0	23	46	0	72
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NILL	NILL	NILL

**Provide the Following Details of Students Enrolled in the University During the Current Academic Year**

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	258	124	0	0	382
	Female	232	69	0	0	301
	Others	0	0	0	0	0
PG	Male	37	49	0	0	86
	Female	156	100	0	0	256
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	3	1	0	0	4
	Female	8	1	0	0	9
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	10	1	0	0	11
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	0

<b>Integrated Programme</b>	<b>From the State where university is located</b>	<b>From other States of India</b>	<b>NRI students</b>	<b>Foreign Students</b>	<b>Total</b>
Male	16	8	0	0	24
Female	60	21	0	0	81
Others	0	0	0	0	0

**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

## **2.3 EVALUATIVE REPORT OF THE DEPARTMENTS**

Department Name	Upload Report
Biotechnology	<a href="#">View Document</a>
Botany And Environmental Sciences	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Civil Engineering	<a href="#">View Document</a>
Commerce Business Managment And Economics	<a href="#">View Document</a>
Computer Science And Applications	<a href="#">View Document</a>
Computer Science And Engineering	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
Electrical Engineering	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Faculty Of Agricultural Sciences	<a href="#">View Document</a>
Journalism And Mass Communication	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Mechanical Engineering	<a href="#">View Document</a>
Microbiology	<a href="#">View Document</a>
Pharmaceutical Sciences	<a href="#">View Document</a>
Physical Education And Sports	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
School Of Law And Legal Studies	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<ul style="list-style-type: none"> <li>• DAV University is an multi-disciplinary institution with 10 faculties, 21 departments offering 59 programmes in diverse range of disciplines viz. physical &amp; life sciences, engineering &amp; technology, business management &amp; commerce, agriculture sciences, humanities &amp; social sciences, education, physical education, pharmaceutical sciences, law &amp; legal studies etc.</li> <li>• University has mandated to offer</li> </ul>
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8-10% of courses from humanities & social sciences in STEM programmes viz. course (s) on Human values and Ethics, Community Engagement, Communication Skills, Youth leadership & community engagement, NCC, Physical Education, Yoga & Health etc. • University offers repository of credit-based Value Added courses (viz. Human Values and Ethics, environmental studies, Gender Sensitization, Drug Abuse: Issues, Interventions, and Rehabilitation, Green Technologies, Wildlife Conservation & Management, Disaster Management, Legal Aid – Justice & Law, Environmental Law, Projects based on Experiential Learning, Professional Ethics etc.), out of which the students have the flexibility of choosing the course as per their study scheme. • From the academic year 2023-24, the approved Study scheme by Board of Study of all the under graduate programmes covered under NEP 2020 guidelines facilitates the provision of exit at the end of 1st year with certificate and 2nd year with diploma in relevant discipline with requirement of securing additional 4 credits in work-based employability oriented vocational/ skill development courses. On the completion of 3rd year with embedded internship (on the completion of 2nd year), the student will be awarded with bachelor's degree in relevant discipline. University has successfully registered on National Academic Depository (NAD) portal in the year 2021 for the purpose of uploading student academic awards viz. mark sheet, certificate, diploma, Degree etc. • University is forging strategic partnerships to tackle pressing societal issues. In collaboration with the University of Memphis, USA, it is setting up community health clubs in Punjab's schools. The Business Management Department will offer an MBA specialization in Healthcare Management through student and faculty exchange programs. These clubs will analyze health data to predict future epidemics through epidemiological studies. Project has secured a seed grant of Rs. 3.5 lakhs from the Punjab State Council for Science and Technology and Department of Science and Technology, Government of India. Additionally, University is researching solutions to convert agricultural waste into useful products and conducting multi-disciplinary research on waste management and environmental concerns. Plans to collaborate with IITs aim to develop innovative

methods for environmental and community benefits, demonstrating University's commitment to research-driven solutions. With an intent to broaden the intellect experience of the students, University offers a repository of 21 Multi-disciplinary courses of 3 credits each with appropriate L-T-P credit structure covering the departments of Physical & life sciences, humanities & social sciences and education. According to the study scheme for undergraduate programs under NEP 2020 guidelines, students can select one course per semester in the first three semesters from a repository of available courses, that have not already studied before by them. • University offers a Combined Major-Minor/Honours Degree in emerging areas of technology, Students can earn this degree by completing an additional 16-18 credits alongside their core programs.

2. Academic bank of credits (ABC):

• The University has enrolled with the Academic Bank of Credits (ABC) bearing through NAD ID: NAD004204 and implemented ABC in line with UGC guidelines. At the entry level, ABC-Id of the student is created on the student portal. The University utilizes a Choice Based Credit System, offering students the option to select from a diverse range of professional elective courses, skill enhancement/value-added/Ability Enhancement/MOOCs and ready to provide the benefits of ABC to its students. • The University has established a 'Lateral Entry' system, allowing students to earn credits for courses completed at other institutions. Multiple Entry and Exit System has been adopted in alignment with NEP 2020. Recently, University has transferred the credits of students from Guru Nanak Dev University, Amritsar in BCA and BSc. Food Science & technology through ABC bank of credits. Students enjoy flexibility in choosing from a broad spectrum of elective courses, which allows them to tailor their academic journey and interests • The University is committed to a Learner-Centric Model that encourages Inter-disciplinary Learning, Skill Acquisition, and Solid Groundwork for future careers. • At the heart of DAV University's Industry Co-op programs lies a visionary approach to education that bridges the gap between theory and practice, classroom learning, and industry application. By partnering with leading industry players and international institutes, University

	<p>ensures that its students have access to the latest technologies and real-world challenges, empowering them to become adept problem solvers, innovative thinkers, and leaders in their respective fields. Notable collaborations are as: • Intel Unnati Lab • BBA Retail Management program in collaboration with Maruti Suzuki • B.Tech program in Mechatronics with specialization in Electric Vehicle (EV) Engineering also exemplifies the institution's commitment to industry collaboration through its partnership with L&amp;T EduTech and DIYguru. • University of Memphis, School of Public Health, USA • College of Energy &amp; Power Engineering, Inner Mangolia, University of Technology. • International Consortium of Universities (IIE), BOSTON, US and VARNA UNTVERSITY OF MANAGEMENT (VUM), BULGARIA • The Danish Consortium for Academic Craftsmanship Dcac, Denmark • Opensource Science B.V., Netherlands (Os-Sci) • More than 25% of DAVU graduates pursue further studies at national and international Universities. • Faculty members are encouraged to design novel teaching pedagogies and determining assessment tools and their respective weightings. The course syllabus, textbooks, and reference materials are sanctioned by the Academic Council through a formal approval process involving the Board of Studies. Faculty must adhere to the approved curriculum but can modify it by up to 20% to better align with industry needs. • DAV University organizes faculty workshops on curriculum development, novel teaching pedagogies, ICT based learning, experiential learning, activity based learning, and assessment methods. These workshops enhance faculty skills, foster a learner-centric approach, and promote sharing of best practices and resources among faculty members. Activity based learning is also used as an assessment tool.</p>
<p>3. Skill development:</p>	<p>The institution enhances domain and soft skills through industry-relevant training, hands-on experience, and skill-building programs, boosting students' employability. Futuristic Skills Training: Students are trained in different areas viz. research skills, collaborative, project management, teamwork, critical thinking etc. Example: MOU with ISDC for Business Analytics and Data Analytics programs. MOU with Cambridge Press for improving LSRW</p>

skills of the students, a comprehensive course has been introduced to course curriculum of English Department. • Ability Enhancement Courses (AEC) and Skill enhancement courses: These courses aim to bridge the gap between academia and industry, equipping students with essential functional and behavioural and domain skills respectively. • Vocational Courses: All programs offer vocational courses. BBA/MBA Programs: Courses viz Workshop on Digital Marketing, Workshop on Social Media Marketing, Workshop on Business plan and Entrepreneurship etc. B. Tech. Program: Manufacturing Practice, Surveying and Geomatics, Relational Database Management System Lab, Data Mining Lab, Artificial Intelligence etc. Value-Based Education at Our Institution Our institution emphasizes Humanistic Education through a mandatory course on Human Values and Ethics, fostering empathy, compassion, and respect. Coupled with a Community Engagement Course, these programs equip students with academic knowledge and a strong sense of social responsibility, preparing them to contribute meaningfully to society. Research Ethics are integral to our Research Methodology and Publication Ethics courses, emphasizing the importance of ethical conduct in research and academic work. Constitutional Studies teach students about their rights and duties, while Citizenship Programs engage them in community service, emphasizing civic responsibilities. Our educational approach integrates core values that nurture responsible citizens: Truth (Satya) promotes honesty; Righteous Conduct (Dharma) fosters ethical decision-making; Peace (Shanti) encourages inner tranquility; Love (Prem) emphasizes compassion through community engagement; Nonviolence (Ahimsa) prioritizes conflict resolution. Together, these values prepare students to contribute positively to societal welfare. Furthermore, course promoting Scientific Temper, life skills, have also been introduced in different programs. Integrating Industry-Relevant Skills and Knowledge Integrating industry-relevant skills and knowledge to prepare our students for 21st century skills is a key focus at our institution. We ensure curriculum alignment with industry standards by incorporating feedback from industry partners, integrating contemporary practices, tools, and technologies into coursework. For instance, programs

	<p>such as BBA in Retail Management, B. Tech in Mechatronics, and B. Tech and MBA with SAP are designed to meet current industry demands. DAVU Learning Management System (MOODLE) supports online and blended learning through virtual sessions, and students are encouraged to enrol in MOOCs from platforms like Swayam, NPTEL, and Coursera. Additionally, we plan to introduce Skill Enhancement Courses in collaboration with the National Skill Development Corporation (NSDC). We have partnered with AlmaBay, an AI-based company, to assess and improve student employability. AlmaBay's advanced AI tools provide personalized guidance on addressing skill gaps and recommend tailored reading materials, thereby enhancing career readiness and professional growth. In alignment with the National Education Policy (NEP) 2020, University integrates industry-relevant curricula, offers practical training and experiential learning, fosters industry collaborations, and focuses on employability, entrepreneurship, and innovation to prepare students effectively for the job market.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>DAV University actively integrates the Indian Knowledge System (IKS) into its curriculum, aligning with the National Education Policy (NEP) 2020. The key initiatives and efforts in this area include: a) Strategy for Integration of Indian Knowledge System (IKS) into the Curriculum: • Vedic Studies: The University has established a Centre for Vedic Studies and a Swami Dayanand Vedic Chair to promote and preserve Vedic knowledge and culture. • Research Projects: Dr. Samriti Khosla from the Department of Physics was awarded a project titled "Indian Beliefs in the Context of Vedic and Modern Science" under the Science and Heritage Research Initiative by DST, India. • Seminars: The University organized a seminar on "Vastu Shastra," highlighting the relevance of Vedic science in architecture. • Course Offerings: DAV University introduced courses on "Vedic Mathematics" and "Jyotish: An Eye of Veda" as part of its effort to blend ancient Indian knowledge with modern education. b) Training Faculty for Bilingual Classroom Delivery: • Faculty Development Programs (FDPs): Regular workshops and FDPs train faculty in bilingual teaching methods to deliver lectures in both English and vernacular</p>

languages. • Use of Vernacular for Concept Clarity: Departments like Journalism, Education, and Physical Education and Sports are allowed to teach and assess in Hindi or regional languages, ensuring better understanding. Students may also opt to write their exams in regional languages. c) Degree Courses Taught in Indian Languages and Bilingual Mode: • Hindi & Punjabi as a Subject: The Department of Education and Department of Laws & Legal Studies offer Hindi and Punjabi courses. Exams can be written in Hindi to promote bilingual proficiency. • Bilingual Instruction: Courses such as Journalism, Education, and Physical Education provide bilingual instruction, allowing students to learn in both English and regional languages. d) Efforts to Preserve and Promote Indian Knowledge and Culture: • Indian Languages (Sanskrit, Pali, Prakrit, and Tribal/Endangered Languages): Through its Vedic Studies programs, the University promotes Sanskrit and plans to introduce courses on regional and tribal languages. • Indian Ancient Traditional Knowledge: The University actively promotes subjects like Vedic Mathematics and Jyotish, while the Centre for Vedic Studies serves as a platform for research on traditional Indian knowledge. • Indian Arts: Cultural events, exhibitions, and competitions regularly promote Indian arts and crafts, encouraging students to appreciate India's artistic heritage. • Indian Culture and Traditions: The University's Heritage Museum showcases the culture of Punjab, and cultural festivals like Lohri, Diwali, and Baisakhi celebrate India's diverse traditions. e) Good Practices of the Institution in Integrating the Indian Knowledge System (NEP 2020 Perspective): • Promotion of Indian Knowledge in Modern Contexts: The Vastu Shastra seminar and research project mentioned above illustrate the University's commitment to integrating traditional Indian knowledge with modern scientific approaches. • Courses: In line with NEP 2020, courses such as "Vedic Mathematics," "Jyotish," and the philosophies of Swami Dayanand Saraswati and Mahatma Anand Swami Saraswati offer holistic educational experiences that combine ancient wisdom with contemporary academic frameworks. • Bilingual Flexibility: The University's emphasis on bilingual teaching and assessment supports NEP 2020's vision of multilingual education, making education inclusive and accessible

<p>5. Focus on Outcome based education (OBE):</p>	<p>to all students.</p> <p>Initiatives to transform University's curriculum towards Outcome based Education (OBE): DAV University follows Outcome Based Education model with the defined Programme Educational Objectives (PEOs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) of offered by wide range of departments by involving all the connected stakeholders. The PEOs, POs and PSOs are framed in tune with the departmental as well as the University vision &amp; mission. For all courses, Course Outcomes (COs) have been framed in order to cater to the wide spectrum of POs and PSOs. Further, the duly approved study scheme by Board of Study facilitates the student to choose the courses out of the repositories developed under four heads viz. Multi-disciplinary courses, Ability-Enhancement courses, Skill-Enhancement courses and Value-Added courses as per their interests and curiosities in addition to the core courses. Efforts made by the institution to capture the Outcome based education in teaching and learning practices. Course Outcome (CO) attainment and Blooms Taxonomy (BT) is being used for the assessment of teaching and learning process. Efforts for higher level of CO attainment and higher order thinking skills are constantly made which is reflected in the assessment policy viz. the assessment proportion of Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS) must follow 40:60 % respectively for the assessment tools which includes, Mid Semester Examination (MSE), End Semester Examination (ESE), quiz and assignments with defined Rubrics. Open ended assignments given to student groups follow the suitable BT. Remedial activities are undertaken to scale up the CO attainment level and to fill the gaps in CO-PO attainment if any. Students regularly give feedback on courses through structured course exit survey and programme exit survey. This information is used for improvements and revisions in the course curricula. Industry representatives, student members and alumni in BoS and IQAC help to improve curriculum and teaching-learning processes. Good practice in view of Outcome based education (OBE) Outcome based education (OBE) observes the philosophy of imparting education to develop and enhance the students' ability in the functional</p>
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	<p>(science, engineering, technology, business environment, functional global understanding etc.) as well as generic (concern for societal responsibility, sustainable development, values &amp; ethics, character building, professional communication, leadership, teamwork etc.) knowledge &amp; skills with the required flexibility of choosing the generic options by the students as per their interest and requisite of the programme. In order to imbibe this philosophy, University focuses on the attainment of Programme Outcomes (POs) by offering 20-25% of generic courses in the all under graduate programmes covered under NEP 2020 following the choice base credit system (CBCS). For the mentioned purpose university has developed four repositories of common course including the multi-disciplinary and inter-disciplinary courses from the existing departments. i.e. repository of Multi-disciplinary courses, Ability-Enhancement courses, Skill-Enhancement courses and Value-Added courses. Students from diverse functional background together get the learning experience of the opted common course which will enhance the social connect among them leading to the entrepreneurial startups, engagement in community work, environmental &amp; sustainability consciousness, lifelong learnings etc.</p>
<p>6. Distance education/online education:</p>	<p>DAV University is exploring ODL programs to offer flexible and accessible skill-based vocational courses. – Planned courses include: - Digital Marketing, Data Analytics, Cybersecurity, AI &amp; Machine Learning, Entrepreneurship These programs aim to bridge the gap between academia and industry, enhancing students' employability through job-oriented skills. - The university plans to collaborate with industry partners and subject matter experts for content creation. b) Development and use of technological tools for teaching-learning activities and efforts toward blended learning: - Learning Management Systems (LMS): - Utilizes Moodle and Google Classroom for lecture uploads, assignments, quizzes, and real-time feedback. Virtual Labs AI &amp; Robotics Labs: - Provide hands-on experience in programming AI models and robotics simulations. – Language Learning Labs: - Offer immersive tools for pronunciation, conversation, and comprehension in real-world language settings. Can engage with Cambridge or British Council Blended Learning</p>

Initiatives: • Hybrid approach combining online and offline teaching through PCP program. • Virtual classrooms, recorded sessions, and digital resources accessible to all students. • Innovative teaching strategies like flipped classrooms, gamification, and digital simulations. Faculty Development - Regular workshops to train faculty in using advanced technological tools for blended learning. c) Good practices of the institution in Distance Education/Online Education in line with NEP 2020 MOOCs Integration: - Students can access courses from SWAYAM and Coursera in fields like AI, robotics, and other emerging technologies. - Flexibility to earn globally recognized certifications. – Mentorship Program:- • Faculty members guide students through online learning, especially in AI, robotics, and language learning. • Personalized learning plans, virtual check-ins, and feedback sessions to enhance student progress. Technological Support: - The university provides digital access (internet, devices) to underprivileged students for inclusive education. Continuous Assessment: - Online quizzes, assignments, and proctored examinations ensure academic rigor is maintained in online education. Alignment with NEP 2020: - • Promotes flexible, skill-driven, and learner-centric education. • Virtual labs and blended learning approaches are aligned with NEP’s focus on digital learning and experiential education.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Electoral literacy club has been set up in the university. Dr Ranjodh Singh coordinator, Department of Civil Engineering is Nodal officer for the ELC. ELC works in the university for Voter Registration of students, Awareness among students about different elections. Also ELC creates awareness among the people of adopted villages of DAV University for Right of vote.</p>
<p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, Faculty member and student coordinator are appointed as member of ELC. Yes, ELC is functional.</p>

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Following programs are undertaken by ELC: a. Awareness among students about Right to vote, Process of voting, Domo of EVM, b. Voter Registration camp in university along with BLO. c. Awareness in adopted villages about Right to vote. d. Awareness in students about conduct of poll. e. Appointment of university students as “Chunaav Mittar”.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Many awareness drives in Kartarpur Constituency (AC 33) have been conducted by the University along with the help of District administration. Awareness programs in rural villages for participation in elections to increase vote percentage have also been done. University also got appreciation award by District administration.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Every year two times Voter registration desk is being installed to register student as voter who are above 18 years.</p>

## Extended Profile

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### 1 Students

#### 1.1

**Number of students on rolls year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3007	3068	3231	3638	4364
File Description		Document		
Institutional Data in prescribed format		<a href="#">View Document</a>		

#### 1.2

**Number of final year outgoing students year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
992	1007	1178	1342	1708
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

**Number of full time teachers in the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
183	190	195	198	221
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 367**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3 Institution

#### 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1331.53	1184.51	1362.33	4093.03	2186.34

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University**

##### **Response:**

Curriculum design of all academic programmes offered at DAV University align with the needs and aspirations of society, environmental issues and industry at multiple levels to ensure that the curricula developed and implemented address local, regional, national, and global developmental needs. This relevance is profoundly reflected in the **Programme Specific Outcomes (PSOs), Programme Outcomes (POs) and Course Outcomes (COs)** of the various programs offered by the University.

The development of curricula at DAV University is a well-defined process which involves inputs from all stake holders viz. **experts from academia, industry, alumni and students**. The process is tailored to ensure that the curriculum of new program being developed:

- is aligned with the current and future job market
- should have clear learning outcomes aligned with the various developmental needs
- should be regularly reviewed and updated

##### **Relevance to Local and Regional Needs**

DAV University is deeply embedded in the local and regional context, drawing inspiration from the socio-economic and cultural landscapes of the areas it serves. For instance, the inclusion of programmes such as **agriculture sciences, pharmaceutical sciences, health care, yoga, education and physical education** and courses viz. **apiculture, community engagement field activities, rural economics, sociology**, etc. are a direct response to the agrarian economy of the region. PSOs and POs in these fields emphasize skills such as sustainable farming practices, local resource management, and community engagement, ensuring that graduates can contribute effectively to regional development.

##### **Addressing National Developmental Needs**

At the national level, our curriculum is aligned with India's broader developmental goals, as outlined in National Education Policy (NEP). The University offers programs in **Science, Technology, Engineering, Mathematics (STEM)**, law and management which are essential for the country's advancement in areas like information technology, infrastructure, and healthcare.

##### **Global Developmental Relevance**

Curriculum is designed with an eye on global trends and challenges. The University offers programmes

that are globally relevant, such as those in artificial intelligence and electric vehicle engineering. The Course Outcomes for these programs emphasize global competencies, including cross-cultural communication, awareness of international policies and regulations.

### **Integration of POs and COs with Developmental Needs**

The integration of local, regional, national, and global developmental needs into the curriculum is reflected in the Programme Specific Outcomes and Course Outcomes of the programmes offered at University. Curriculum is designed to meet POs that outline the competencies knowledge, skills and attitude that graduates are expected to acquire. Likewise, Course Outcomes are well defined to cater to the wider spectrum of POs. This systematic alignment ensures that the curriculum not only imparts knowledge but also prepares students to apply this knowledge in ways that contribute to societal development.

At DAV University, the curricula are subjected to constant revision in order to keep pace with the everchanging demands of the society and industry. To achieve this:

- Feedback is collected from various stake holders like students, faculty, alumni and industry experts.
- The programs effectiveness is evaluated and specific requirements are identified.
- Curricula is revised annually in line with national and global trends in comprehensive Board of Studies meetings.

#### **1.1.2**

**The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

**Response:**

**Response:**

The academic programs at DAV University are designed to focus on **employability, entrepreneurship, and skill development**, aligning with the National Education Policy's vision for a practical and skill-oriented education system. These programs aim to equip students with the competencies needed to succeed in their careers and contribute to India's socio-economic growth. The following table depicts the quantitative amount of these components viz. employability, entrepreneurship, and skill development:

<b>Specific focus area</b>	<b>Number of courses</b>
Employability	924
Skill development	1127
Entrepreneurship	457
<b>Total number of courses</b>	<b>2367</b>

## Employability

The curricula bridge the gap between academia and industry, ensuring students acquire practical knowledge and experience. Courses are designed to develop professional skills viz.

- communication,
- problem-solving,
- teamwork,
- leadership,
- adaptability,

Making students industry-ready. examples of such courses include:

- Cyber Security
- Construction Engineering and Management,
- Green Technology,
- Mini Projects,
- Major Project,
- Information Security,
- Data Mining,
- Photo Journalism,
- Digital Image Processing and Pattern Recognition,
- Auditing,
- Business Analytics,
- Data Analytics
- Apiculture,
- Aquaculture and so on.

By integrating employability-focused courses, credit-based internships, and minor and major projects, the university empowers students to confidently enter the job market. Course content often includes case studies and real-world problems administered through group discussions, hands-on activities, and project-based learning to enhance employability prospects. Students engage with industry experts through guest lectures, workshops, industry internships and mentorship programs, gaining a deeper understanding of the professional landscape and building valuable networks. Key industry engagement activities include:

- Industry internships.
- On Job Trainings at Industries.
- Minor and major projects contributing to overall credits.
- Visiting professorships.
- Regular expert and distinguished lecture series.

Additionally, exclusive training and workshops on employability skills are conducted regularly, such as:

- Webinars and workshops.
- Extensive placement training for students.
- Technical skills training.
- Company-specific training.

## Entrepreneurship

The University emphasizes creativity, innovation, and entrepreneurship as key components of its mission. Entrepreneurship drives innovation, economic growth, and job creation, making it integral to the curriculum. The university through its innovation ecosystem Centre for Innovation and Entrepreneurship (CIE) offer support right from Pre-incubation stage for students and faculty aspiring to become entrepreneurs.

## Skill Development

To address the evolving job market requirements, the university has integrated skill development courses into its curricula. These courses focus on emerging technologies such as digital literacy, data analysis, artificial intelligence, IoT, and blockchain, crucial for future careers. By equipping students with in-demand and lifelong learning skills, the university ensures they are well prepared to excel in industries driven by technology and innovation

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 75.4

**1.2.1.1 Number of new courses introduced during the last five years:**

**Response:** 953

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

**Response:** 1264

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

#### **Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

##### **Response:**

The University is sensitive towards the cross-cutting issues related to human values, ethics, gender equality, environment, and sustainability, and integrates the same into the curricula. These issues are addressed in the courses:

- Human Values and General Studies (course code SGS107) and
- Environmental Studies (course code EVS100),

which carry 4 credits each and are being taught since the inception of the university. These courses are offered to all undergraduate students as mandatory courses in all undergraduate programmes.

##### **Human Values**

‘**Human Values and General Studies**’ aims at developing a critical ability to distinguish between essence and form, or between what is of value and what is superficial in life. The course makes the students realize that how-to live-in harmony with one's self, family, and society. One of the units in the course emphasizes value-based living, Vedic values, personal, social, and professional ethics. The course also focuses on general studies including general geography, general science, current affairs, sports, and recreation.

##### **Environment**

The course ‘**Environmental Studies**’ aims at making the students aware of the current environmental problems, their potential impacts on the global ecosystem and its inhabitants, solutions for these problems as well as environmental ethics which they should adopt to attain sustainable development. The courses introduce the students to the current concepts of renewable and non-renewable energy sources, ecosystems, biodiversity and conservation, environmental policies, disaster management, and environmental ethics. The critical issues such as air, water, land, and noise pollution, climate change, global warming, acid rain, ozone layer depletion are also discussed in this course. After studying this course, the students get an insight into the current environmental status on planet earth and the wellbeing of its biotic and abiotic components.

##### **Gender**

University has established a ‘**Women Empowerment Cell**’ to inculcate a sense of independence and self-reliance in women. The cell conducts several events from time to time to provide a platform to promote gender sensitization. Various seminars, training programmes, workshops, nookad naatak, debate competitions, and guest lectures have been organized by the cell to sensitize the students about gender equality and women empowerment.

A ‘**Gender Sensitization Cell**’ has also been established with the objectives to create gender awareness

among the students of the university. To provide an integrated and inter-disciplinary approach to understand the social and cultural constructions of gender that shape the experiences of people in society. To create awareness regarding equality in law, social system and democratic activities. To identify gender champions for ensuring the gender safe and gender-neutral environment in the university campus.

In addition to these core courses, various departments offer several departmental courses for in-depth knowledge of the students on these aspects. These courses include:

- Fundamentals of Environmental Biotechnology (BTY385A)
- Environmental Biotechnology (BTY631)
- Environmental Microbiology (MIC223)
- Soil and Environmental Microbiology (MIC545)
- Waste Water Engineering (BCE232)
- Environment Engineering-I (BCE207)
- Environment Impact Assessment and Life Cycle Analysis (BCE324)
- Conservation of Natural Resources (BOT535)
- Natural Resource Management (BTN308)

### 1.3.2

**Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years**

**Response:** 106

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc.	<a href="#">View Document</a>

### 1.3.3

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 94.34

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

**Response:** 50

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

**Response:** 53

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 80.69

##### 2.1.1.1 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1422	1419	1388	1436	1780

##### 2.1.1.2 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
1143	1136	1122	1168	1438

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Admission extract signed by the competent authority (only fresh admissions to be considered)

[View Document](#)

#### 2.1.2

##### Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

**Response:** 82.65

##### 2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
565	556	552	573	708

### 2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
683	682	666	689	854

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

#### Response:

At DAV University, teachers are trained to tailor their teaching methods to accommodate students' diverse learning abilities.

- Assessment of students' retention abilities is primarily done through their **mid-semester examination, continuous assessment and attainment level of COs**. Based on this assessment, students **scoring below 40% marks** are categorized as **slow learners**, while those **scoring 75 %**

**and above** are considered **advanced learners**. Students scoring between 40 to 75% marks are categorized as average learners.

- Students are engaged in **activity based learning** like mind mapping, Jig saw and collaborative projects. In mind mapping exercises, students collectively analyze problem statements, engage in group discussions, and develop solutions which are presented to the class. This fosters critical thinking and collaboration among peers.
- For slow learners, the university extends support by providing **extra time and personalized counseling** to identify areas of difficulty. Individual attention is given to address their specific queries and topics. **Regular extra classes (on an average 3-4)** are conducted to provide slow learners with opportunities to resolve doubts and queries.
- Conversely, advanced learners are encouraged to delve deeper into subjects through **detailed study and enrollment in online platforms** like MOOCs / Swayam / Online Skills courses. They are assigned practical, research-based assignments / projects that focus on developing specific abilities and skills. Teachers closely monitor these assignments to provide necessary guidance. Approximately 125 students have got the certifications from various reputed MOOCs platforms.
- Furthermore, **advanced learners assist slow learners** through different **brainstorming exercises**. While using this approach, students are grouped based on comfort levels and assigned topics from the syllabus. Each group member becomes an expert on their topic and teaches it to their peers. **Group discussions** enable the students to clarify their concepts.
- Advanced learners are given **open ended assignments** adding diversity to the domain area. This ensures enhancement in the knowledge and skills of the students. Overall, DAV University's approach emphasizes personalized learning strategies tailored to individual student needs. By catering to different learning abilities through targeted support and engaging activities, the university facilitates holistic development and academic success for all students.

### 2.2.2

**Student - Full time teacher ratio (Data for the latest completed academic year)**

**Response:** 16.43

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

### **EXPERIENTIAL LEARNING, PARTICIPATIVE LEARNING AND PROBLEM SOLVING METHODOLOGIES**

- **Activity Based Learning:** The **90%** of the faculty focus on engaging students through **interactive, hands-on activities** rather than relying solely on traditional lecture-based instruction. These activities include **mind mapping, group discussions, jigsaw exercises, presentations, field trips, industrial visits, and project-based internships**, offering students valuable experiences beyond the classroom and enriching their overall learning journey.
- **Integrating Critical Experiential and Participative Methods:** Beyond classroom and laboratory learning, students participate in field **research projects** that enhance their **real-world problem-solving skills** and provide hands-on **problem-solving experiences, promoting practical skill development.**
- **Student-Centric Curriculum and Bridging Teaching-Learning Gaps:** The curriculum of the University is focused on conceptual clarity and practical application that bridges the teaching-learning gap.
- **Continuous Learning and Improvement:** The main focus on **ongoing assessment and feedback is to enhance both teaching methods and student learning outcomes.** This dynamic process involves regular evaluation of performance, adaptation of teaching strategies, and encouragement of student growth. By fostering a culture of continuous improvement, the aim is to ensure that our educational practices remain effective and responsive to the needs of our learners.
- **Guest Lectures, National and International Conferences:** In-person and virtual
  - **Scope:** Focus on contemporary trends.
  - **Participation:** Combines physical and virtual attendance using various ICT tools.
- **Objective:** To expand students' knowledge beyond the curriculum.
- **Goal:** To provide insights into the latest developments in their fields.

### **ICT TOOLS FOR TEACHING**

- **Teaching and Learning using ICT-enabled tools:** The faculty members across departments utilize a range of innovative teaching and learning methodologies. These include traditional approaches like lectures and presentations, as well as modern techniques such as collaborative learning, video lectures (e.g., NPTEL, MOOCs), and problem- or project-based learning.
- **Methodologies:** Traditional lectures, presentations, collaborative learning, video lectures (NPTEL, MOOCs), problem/project-based learning.
- **Online Platforms:** Google Classroom, Zoom.
- **Faculty Resources:** Complimentary G-Suite accounts.

- **Facilities for Teaching-Learning:**

- **03** academic blocks featuring **98** well-ventilated and spacious lecture halls, each with a seating capacity of **60-65**.
- **50%** of classrooms are air-conditioned, and **35%** are **equipped** with **ICT facilities**.
- Incorporates **35%** smart classrooms.

#### **Learning Management Systems:**

- **Platforms:** Moodle for interactive teaching, sharing of materials, quizzes, and tests. The LMS supports a wide range of content, facilitates collaboration, and simplifies the assessment process.

#### **ICT Tools and Facilities:**

- **Equipment:** Video conferencing, seminar rooms, projectors, desktops/laptops, multifunctional printers, smart boards.
- **Computing Labs:** Dedicated labs for student and research use.
- **Computer Centre:** State-of-the-art storage, email, and web servers.
- **Network Bandwidth:** 1.1 Gbps across campus.
- **Infrastructure:** Optical fiber links, Wi-Fi access, hardware firewall protection.

#### **Digital Library:**

- **Resources:** E-journals, e-books from international publishers (JSTOR, DELNET, EBSCO).
- **Memberships:** NDL Club, Shodhganga, eShodhSindhu, ShodhShudhi.

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

- **Strengthening Interpersonal Connections:** A strong emphasis is placed on **fostering interpersonal connections** among faculty members and, more importantly, **between faculty and students through a mentorship**. The primary objective of this is to provide **continuous motivation and reassurance to mentees**, thereby facilitating their overall growth.
- **Personalized Guidance Through Robust Teacher-Student Mentoring System**
  - Each faculty member mentors a group of 10 to 20 students
  - Student Enrollment with a Dedicated Mentor
  - Weekly Student Mentorship Sessions
  - Students are required to complete a mentorship form
  - Mentors are required to submit a mentor-mentee report

The **objectives of Student Mentorship System** are following:

- **Addressing Student Psychosocial Concerns: Anxiety, Depression, and Personal Issues**

- **Improve students' academic performance**, as well as their professional and personal development, while promoting better attendance.
- **Increase teacher-student contact hours** to develop **stronger academic relationships**.
- **Reduce student drop-out rates** by providing essential support and guidance.
- **Identify and address the needs of slow learners** while **nurturing the talents of advanced learners**.
- **Provide mentees with support, advice, and constructive feedback to aid their progress**.

These practices have greatly enhanced students' confidence and motivated them to set ambitious goals. **Through personalized recognition, encouragement, and psychosocial support, mentors have empowered students to achieve new heights.** Furthermore, mentors offer invaluable guidance on balancing academic and professional responsibilities, cultivating the development of well-rounded individuals. 3007 mentees have benefitted from the mentorship program during 2022-23.

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 97

#### 2.4.1.1 Total Number of Sanctioned year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
193	198	196	202	223

#### **File Description**

#### **Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).

[View Document](#)

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)

[View Document](#)

### 2.4.2

**Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years**

**Response:** 47.14

**2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/Superspeciality/L.L.D/D.S.C/D.Litt Superspecialist during the last five years**

Response: 173

<b>File Description</b>	<b>Document</b>
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>

**2.4.3**

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 9.35

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1711

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1**

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 12.6

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	17	6	9	16

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 2.5.2

### Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

**Response:** 0.12

#### 2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	18	2	0	0

#### 2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3007	3068	3231	3638	4364

File Description	Document
List the number of students who have applied for re-valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**2.5.3****Status of automation of Examination division along with approved Examination Manual/ordinance**

**Response:** A. 100% automation of entire division & implementation of Examination Management System (EMS)

<b>File Description</b>	<b>Document</b>
The screenshot should reflect the HEI name and the name of the module.	<a href="#">View Document</a>
The report on the present status of automation of examination division including screenshots of various modules of the software.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of the purchase order and bills/AMC of the software.	<a href="#">View Document</a>

**2.6 Student Performance and Learning Outcomes****2.6.1**

**The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

**Response:**

At DAV University, the implementation of Outcome Based Education (OBE) is emphasized across all programs through the clear articulation and communication of Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). These outcomes are prominently displayed on the university website and communicated to students and faculty in various ways:

**Student Induction Program and Orientation Sessions:**

- During orientation sessions after admission, students are **introduced to PEOs, POs, PSOs, COs of their respective programs**. They receive detailed information about the courses offered, pedagogical practices, and evaluation methods employed throughout the program.

**Course Clarity:**

- Course teachers ensure that **course objectives, outcomes, syllabus, and evaluation patterns** are clearly explained to students. Students are encouraged to seek clarification on these aspects to understand the expected learning outcomes.

**Faculty Training:**

- **New faculty members** are briefed on PEOs, POs, PSOs, COs, and Outcome Based Teaching Learning (OBTL) processes during **workshops/ faculty meetings**. This ensures alignment with educational goals and teaching methodologies focused on achieving desired outcomes.

**Departmental Awareness:**

- IQAC & Department coordinators play a key role in creating awareness among faculty members and students regarding PEOs, POs, PSOs, and COs . Emphasis is placed on the importance of attaining these outcomes to ensure quality education and holistic development of students. All the **departments** have **published** and **displayed PEOs, POs, PSOs** of their programs on the sun boards/**notice boards**.

**Website Display:**

- **The university website** prominently **displays PEOs, POs, PSOs, and COs** for each program offered. This transparency enables stakeholders to understand the intended learning outcomes and educational objectives of the programs.

**Assessment Methods:**

- **Attainment of COs** is assessed through **direct and indirect methods**. The **direct method** calculates CO attainment from the marks obtained by the students in **MSE, ESE, Seminar/Assignment/Project work, and Quiz** and has 80% weightage. In case of direct method especially for theory courses, weightages are 50% for ESE, 25% for MSE, 10% each for Quiz & Seminar/Assignment/Project work, 5% for active participation in activity based learning. The **indirect method** involves collecting feedbacks through **course exit surveys** from the students and has 20% weightage.
- Faculty member calculates the CO attainment in each subject based on students performance in various examination components and their feedback.

**The CO/PO gap**, i.e., the difference between the desired and actual attainment of course outcomes and program outcomes, is identified by all the departments. The gaps consolidated by the coordinators are reported to IQAC, and **to bridge the gap, expert talks, visits to industries/advanced laboratories, and field visits** are carried out.

**2.6.2**

**Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)**

**Response:** 90.83

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution.**

Response: 901

<b>File Description</b>	<b>Document</b>
percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the Controller of Examinations indicating the pass	<a href="#">View Document</a>
Annual report of COE highlighting the pass percentage of students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.85**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

**Yes**

DAV University is dedicated to fostering a vibrant research culture that supports excellence across all disciplines. The University research policy provides a comprehensive framework to promote, support, and enhance research activities among faculty, researchers, and students.

#### **Objectives**

1. **Promote Research Excellence:** Cultivate a culture of excellence, innovation, and integrity in research.
2. **Facilitate Collaboration:** Encourage interdisciplinary collaboration and knowledge exchange.
3. **Provide Support:** Offer resources, incentives, and recognition for research achievements.
4. **Enhance Impact:** Improve the visibility and dissemination of research outcomes.
5. **Address Societal Challenges:** Advance knowledge and tackle societal issues through research.

#### **Support Mechanisms**

DAV University provides robust support for research through internal funding opportunities, including seed grants and access to advanced research facilities and infrastructure. We also encourage seeking external funding from government bodies, industry partners, and other sources.

#### **Recognition and Incentives**

We recognize research excellence through various incentives:

- **Conference Grants:** Funding for attending conferences within India.
- **Patent and Copyright Incentives:**
  - Rs. 15,000 for publishing a utility patent
  - Rs. 28,000 for the grant of a utility patent
  - Rs. 5,000 for copyright
  - Rs. 7,000 for a design patent
- **Promotion and Tenure Evaluations:** Research activities and achievements are considered in faculty promotion and tenure reviews.

#### **Research Collaboration**

DAV University promotes interdisciplinary partnerships with academic institutions, industries,

government agencies, and community organizations to tackle complex research challenges and enhance research impact.

### **Research Ethics and Integrity**

Researchers are required to adhere to high ethical standards, including integrity, honesty, and respect for research participants. The University provides guidance and training to ensure compliance with ethical standards and regulatory requirements.

### **Knowledge Dissemination and Impact**

We support the dissemination of research findings through publications, presentations, and conferences. Researchers are encouraged to engage with stakeholders to maximize the societal impact of their work.

### **Intellectual Property and Commercialization**

DAV University safeguards intellectual property rights and supports technology transfer, patenting, licensing, and commercialization of research outcomes.

### **Monitoring and Evaluation**

Research activities and outcomes are periodically evaluated to assess quality, impact, and alignment with institutional goals. Feedback from researchers and stakeholders is used for continuous improvement of research support mechanisms and policies.

### **Research Fellowships**

DAV University offers research fellowships to outstanding PhD candidates. Eligibility includes:

- Full-time PhD students who have completed coursework.
- No concurrent grants or research assistance from other sources.
- Full-time commitment to the University during the fellowship.

### **Duration and Monitoring**

The fellowship is initially for 36 months, with possible extension of 12 months based on progress. Scholars must publish at least one research paper per year in a peer-reviewed journal. The progress is monitored by the Research Advisory Committee and overseen by the Dean (Research) and Research Supervisor.

### **International Fellowships**

The Maharishi Dayanand Saraswati Fellowship (MDS Fellowship) is available for foreign PhD students, covering full educational fees at DAV University, offered through their home country embassies.

### **Review and Revision**

The Research Promotion Policy undergoes regular review and revision to ensure its effectiveness and

alignment with the University's evolving needs and priorities.

### 3.1.2

**The institution provides seed money to its teachers for research (average per year)**

**Response:** 64.6

**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
75	66	55	65	62

File Description	Document
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>

### 3.1.3

**Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

**Response:** 64.31

**3.1.3.1 Number of teachers who received national/ international fellowship/financial support from various agencies, for advanced studies / research; year-wise during the last five years**

**Response:** 236

<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers.	<a href="#">View Document</a>

**3.1.4**

**Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

**Response:** 82.98

**3.1.4.1 The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years**

**Response:** 78

**3.1.4.2 Number of PhD Scholars enrolled during last five years**

**Response:** 94

<b>File Description</b>	<b>Document</b>
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E copies of fellowship award letters (mandatory)	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research****3.2.1**

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 2164.93

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>

### 3.2.2

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 2.04

**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years**

Response: 748

<b>File Description</b>	<b>Document</b>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies.	<a href="#">View Document</a>

## 3.3 Innovation Ecosystem

### 3.3.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

The institution has established a comprehensive innovation ecosystem that merges cutting-edge

technology with the Indian Knowledge System (IKS), fostering innovation while preserving traditional knowledge. Central to this effort is the Vedic Chair, which integrates IKS into modern academia, focusing on Vedic literature and Sanskrit. One notable research project, “Indian Beliefs: Analysis in Context of Vedic and Modern Science,” explores the relationship between Vedic beliefs and contemporary science. Additionally, the university has introduced courses such as **Vedic Mathematics**, **Jyotish (“Eye of the Veda”)**, and the **philosophies of Swami Dayanand Saraswati and Mahatma Anand Swami Saraswati, aligning with NEP 2020.**

**Promoting Awareness about Intellectual Property Rights (IPR):** To foster a culture of innovation, the institution prioritizes educating its community on Intellectual Property Rights (IPR). Through regular workshops and seminars, participants are informed on how to protect their innovations. The institution provides informative materials and expert consultations to offer tailored advice on navigating the complexities of IPR. This ensures that innovators are equipped to safeguard their intellectual property effectively.

- **Establishment of IPR Cell:** The IPR cell plays a key role in managing intellectual property by providing patent filing assistance, IP strategy development, and legal guidance. This support helps researchers and inventors protect and commercialize their innovations. Success stories from the IPR cell highlight its role in securing valuable innovations and promoting their commercialization.
- **Development of Incubation Centre:** The Incubation Centre serves as a key player in transforming innovative ideas into viable businesses. Through mentorship, seed funding, and access to critical infrastructure, the Centre nurtures startups. The university, in collaboration with experts from PUM, Netherlands, has set up the Centre to create a sustainable innovation ecosystem at DAV University. The Centre’s mission is to support early-stage ventures and equip them with the tools necessary for growth and success. The emergence of successful startups from the Centre demonstrates the effectiveness of this support system in turning concepts into market-ready solutions.
- **Technology and Knowledge Transfer Initiatives:** The institution employs technology and knowledge transfer initiatives to bridge the gap between research and real-world applications. Collaborations with industry leaders and academic partners expand the impact of innovations, while commercialization support ensures new technologies reach the market, benefiting society at large.
- **Outcomes and Achievements:** The success of the innovation ecosystem is evident in various quantitative and qualitative outcomes. Metrics viz number of patents filed, startups launched, and technologies commercialized demonstrate tangible achievements. Moreover, the ecosystem has improved the quality of research, strengthened industry partnerships, and increased community engagement, showcasing its crucial role in advancing technology and knowledge.
- **Future Prospects and Directions:** The institution plans to expand its innovation ecosystem by focusing on emerging technologies, ensuring it remains at the forefront of innovation. Its long-term vision emphasizes sustaining growth and adapting to challenges. By integrating Indigenous Knowledge Systems (IKS) and promoting intellectual property rights (IPR), the institution has successfully combined traditional knowledge with modern practices, creating a vibrant environment for technology and knowledge creation. Ongoing efforts and future plans demonstrate a strong commitment to maintaining the ecosystem’s relevance and impact.

**3.3.2**

**Total number of awards received for *research/innovations* by institution/teachers/research scholars/students during the last five years**

**Response:** 122

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>

**3.4 Research Publications and Awards****3.4.1**

**The institution ensures implementation of its stated Code of Ethics for research**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI.	<a href="#">View Document</a>

**3.4.2****Total number of Patents awarded during the last five years****Response:** 17

<b>File Description</b>	<b>Document</b>
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant	<a href="#">View Document</a>

**3.4.3****Number of Ph.Ds awarded per recognized guide during the last five years****Response:** 0.54**3.4.3.1 How many Ph.D s were awarded during last 5 years**

Response: 32

**3.4.3.2 Number of teachers recognized as guides during the last five years**

Response: 59

<b>File Description</b>	<b>Document</b>
PhD Award letters to PhD students.	<a href="#">View Document</a>
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**3.4.4****Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 1.72

**3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years**

Response: 632

<b>File Description</b>	<b>Document</b>
List and links of the papers published in journals listed in UGC CARE list and	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>

**3.4.5****Number of books and chapters in edited volumes published per teacher during the last five years**

Response: 1.2

**3.4.5.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 439

<b>File Description</b>	<b>Document</b>
List of chapter/book with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

**3.4.6***E-content is developed by teachers :*

- 1. For e-PG-Pathshala**
- 2. For CEC (Under Graduate)**
- 3. For SWAYAM**
- 4. For other MOOCs platform**

**5. Any other Government initiative****6. For institutional LMS****Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<a href="#">View Document</a>

**3.4.7****Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 18.6

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>

**3.4.8****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution****Response:** 38.5

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1**

**Revenue generated from consultancy and corporate training during the last five years****Response:** 212**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2022-23	2021-22	2020-21	2019-20	2018-19
52	48.5	31.5	46	34

<b>File Description</b>	<b>Document</b>
Letter from the corporate to whom training was imparted along with the fee paid	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution.	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	<a href="#">View Document</a>

**3.6 Extension Activities****3.6.1**

**Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Response:**

DAV University in Jalandhar, with its strong commitment to community service, has made significant contributions to the upliftment of society through its various extension activities, conducted under the National Service Scheme (NSS) and National Cadet Corps (NCC) in collaboration with Department of Zoology (Entrepreneurship Assistance Program), Faculty of Agriculture, Department of Education and Department of Psychology. These initiatives have profoundly impacted the surrounding communities and have played a crucial role in sensitizing students to social issues while fostering their holistic development.

### Case Study 1: Women's Empowerment and entrepreneurship through Self-Help Group

1. DAV University formed **Self-Help Groups** in Sarmastpur and Karari villages on March 8, 2022.
2. The groups aimed to empower women through economic independence and social upliftment.
3. Training provided to the groups included **Pickle making, Cold Press Oil Extraction**, and other skill development activities.
4. Women in the groups have improved their livelihoods by engaging in **Small-Scale Entrepreneurship**.
5. DAV University collaborated with **ICICI foundation** to provide **Financial Support** to the **Self-Help Groups** to procure machines for their entrepreneur.

### Case Study 2: Environmental Conservation Efforts

1. Department of **Agriculture, NSS, and NCC** units have actively participated in environmental conservation activities.
2. **Five Plantation Campaigns** were organized, **Twenty Awareness Rallies** were held on **Drug-Free India, Stubble Burning, and Paddy Straw Burning** etc.
3. These initiatives have beautified the local environment and instilled in students a sense of responsibility towards nature.
4. Students have become more conscious of environmental issues and learned the importance of sustainable living and protecting natural resources.

### Case Study 3: Health and Wellbeing Initiatives

1. The NSS program has focused on health and well-being.
2. **Three Blood Donation Drives, One Dental Care Camp, One Eye Checkup Camp, and Ten Awareness Programs on Breast Cancer, Menstruation, Self-Defense, and Drug Abuse Prevention** etc. have been organized.
3. These initiatives have had a direct impact on the health of the local community.
4. Students' participation has heightened their awareness of public health challenges.
5. A sense of empathy and social responsibility has been instilled in students.
6. These activities have contributed to student's holistic development.

### Case Study 4: Farmers Assistance Program (FAP) in villages

1. **Farmers Assistance Program** started on 27 Nov 2018 to provide training and technological support to farmers.
2. **Farmers** visited the **Agriculture Farm** of DAV University to learn about **Exotic Vegetable Cultivation**.
3. They toured demonstration plots, trained for growing exotic vegetables, and learned about organic farming, cultivation practices, and potential markets.
4. DAV University organized a **Stakeholder Meet on Medicinal Plants and Haldi-Gur Mahotsav**.
5. **Sarpanch Meet** was organized to aware the Sarpanch of the villages about the initiative taken and support available for the farmers by the faculty of agriculture.
6. These events aimed to disseminate knowledge about the latest advancements in the agricultural sector and enhance farmers' skills.

**3.6.2**

**Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years**

**Response:** 131

**3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
65	26	11	10	19

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

**3.7 Collaboration****3.7.1**

**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years**

**Response:** 60

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functiona MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

- a. teaching - learning. viz., classrooms, laboratories,*
- b. ICT enabled facilities such as smart classes, LMS etc.*
- c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.*

**Describe the adequacy of facilities within a maximum of 500 words**

**Response:**

- DAV University features a vibrant, **72-acre** Wi-Fi enabled campus, supporting teaching, research, and various events.
- The university covers **105,882 Sq.m**, including **43,798 Sq.m** for classrooms and labs, and **39,337 Sq.m** for hostels, a guest house, and a health center.

**a. Teaching- Learning Resources:**

Facilities for Teaching-Learning:

- **03** academic blocks with **98** well ventilated, spacious lecture halls with **60-65** seating capacity.
- **50 %** classrooms air-conditioned and **35 %** ICT enabled classrooms.
- **6** seminar halls, **2** conference halls and a large auditorium.

**Laboratories:**

- **Central Instrumentation Centre (CIC)**, enhances research capabilities with essential instruments and study spaces.
- **75 well-equipped** laboratories
- **8 trades in central workshops viz.**
  - Carpentry
  - Fitting
  - Foundry
  - Welding
  - Machine shop
  - Smithy shop
  - Sheet Metal shop
  - Electrical shop
- **50.75** acres of farmland for seasonal and experimental crops, in addition to the campus area
- Facilities include the "**Virasti Vehda**" Agriculture Science Museum, a **Hi-tech Polyhouse**, a **Net**

house, an **Agro-met Observatory**, a fruit tree **nursery**, a **6 × 6 × 8 ft cold room**, a **Vermicomposting unit**, and a **Botanical garden**.

### Library:

- The **Knowledge Resource Centre** is fully automated with e-Granthalya, air-conditioned, and covers **2,635.17 Sq.m.**, **500** seating capacity.
- Modern space with extensive academic resources and **40 computers** (n-computing) in the digital library.

### b. ICT enabled facilities such as smart classes, LMS etc.

- DAV University integrates **35%** smart classes and a customized **Learning Management System (LMS)** based on Moodle. The LMS supports diverse content, fosters collaboration, and streamlines assessments.
- Offers ample **computing equipment** and band width of **1 Gbps** Wi-Fi

### c. Facilities for cultural and sports activities, yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.

#### Cultural activities

State-of-the-art facilities for cultural and extracurricular activities, including:

- A well-equipped **auditorium** named after **Mahatma Hans Raj Ji**, Head of the first DAV institution at Lahore, features a surround sound system and accommodates 1200 pax.
- **2** Conference Halls with LCD Projectors and Sound system facilities with seating capacity of 400 pax.
- **6** Seminar Halls.
- **4** Open Air theatres: Rangnaad Manch (capacity **3000**), William Shakespeare Rostrum (capacity **1500**), Meghdut Manch (capacity **2000**), and Tagore Manch (capacity **1000**).
- An **Art Gallery** for inessive art workshops and student artwork exhibitions.

#### Sports Facilities

- **2 Play grounds with 19200 Sq. m. area**
- The sports department organizes **Annual Sports Meet** and **marathons**, promoting student participation in national and international tournaments.
- Facilities include:
  - Multipurpose Hall (532 Sq.m)
  - Gymnasium (480 Sq.m.)
  - Football Field (90 × 70 Sq.m)
  - **2** Volleyball Courts (18 × 9 Sq.m)
  - Cricket/Hockey Arena (4800 Sq.m)
  - **2** Basketball Fields (15 × 28 Sq.m)
  - **2** Handball Courts (40 × 20 Sq.m)
  - **2** Kho-Kho (27 × 16 Sq.m)
  - Kabaddi (13 × 10 Sq.m)

- Standard Track (400 m)
- **3** Badminton Courts (88 Sq.m.)
- Lawn Tennis (36 × 78 Sq.m)

### Yoga and Gymnasium facilities

- **Yoga Centre** for students and staff.
- University **gym** featuring variety of equipment: **weight lifting machines, sets, loose weights, dumbbells, steppers, treadmills, twisting machines, cycles, weighing scales** etc.

### Additional Facilities

- **Yagyashala** for spiritual growth
- **Separate hostels** for boys and girls
- **Wellness Centre**

#### 4.1.2

#### Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

**Response:** 46.66

#### 4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
197.99	267.19	696.92	2777.56	799.96

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

**Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students**

**Response:**

**Library Advisory Committee (LAC):**

Library Advisory Committee oversees library operations, formulates policies, and handles major procurements and any library related matters.

**Library Infrastructure:**

DAVU's centrally located **Knowledge Resource Centre** spans **2635.173 Sq. m.** with a seating capacity of **500** students and features an **air-conditioned environment**, a **Seminar Hall**, **two spacious Reading Halls**, a **Reference Section**, a **Periodical Section**, a **Digital Section**, and a section for **Bound Journals** and **PhD Theses**.

**Library Automation & Digitization:**

- DAVU Knowledge Resource Centre (KRC) is fully automated using “**e-Granthalaya**,” a library management software developed by NIC, New Delhi.
- The software includes a **Web OPAC interface** for comprehensive search of DAVU KRC collections, providing current status and location details of books and materials.
- DAV University Library uses **DSpace** to create an **Institutional Digital Repository** for preserving and sharing digital materials.
- Current **digitization** efforts include theses and dissertations from PG and PhD students, university manuals and handbooks, faculty-developed e-content, and research outputs.

**Library Memberships & e-Resources:**

- DAVU Knowledge Resource Centre is a member of **DELNET, INFLIBNET, e-Shodh Sindhu, Shodhganga, ShodhShuddhi, and NDLI** (NDLI Club: **Registration No. INPBNC5UVTKJ4AU**), granting users access to extensive resources from these repositories.
- It also subscribes to multiple e-resource databases, including **JSTOR, EBSCO, World e-Book Library, and South Asia Archives**, providing access to **e-books** and **e-journals** for students and faculty.
- **40 computers** (n-computing) in digital section.

**Library Collections:**

- DAVU Knowledge Resource Centre houses a diverse collection including **textbooks, reference books, competitive exam materials, theses, dissertations, research journals, and magazines**.
- The collection comprises **10,000 titles** and **30,000 volumes of print books**, over **50 national/international print journals, 20 magazines, and leading daily newspapers**.
- It also includes **1,500 CDs** with content on various subjects for students and faculty.

- The **Centre for Inclusivity** supports persons with disabilities by providing a dedicated section with **Braille books** and other assistive electronic devices.

#### **Library Timings:**

- DAVU Knowledge Resource Centre operates from 9:00 a.m. to 11:00 p.m. on weekdays and from 9:00 a.m. to 5:00 p.m. on Sundays and public holidays, with one reading hall available from 9:00 a.m. to 9:00 p.m. every day, including Sundays and holidays.

#### **Library Events:**

- **The library conducts orientation programs for new users, workshops, and training sessions for faculty and students to introduce new services and resources.**
- **It also organizes book exhibitions and fairs to highlight academic and literary excellence and offer diverse reading options.**

**Additionally, DAV University Library offers a range of services and initiatives, complementing its extensive collection and electronic resources.**

- **CCTV Surveillance System**
- **Seminar Hall** for conducting session for faculty/students
- **Centre for Inclusivity**
- **Open Access System** for Users
- **Reference & Information Services:** CAS/SDI
- **Plagiarism Software**
- **Reprographic Facility**
- **ICT & Wi-Fi** Internet access
- **New Arrivals Display**
- **Resource Sharing through DELNET**
- **Drinking Water and Washroom facilities**
- **Newspaper Clipping Service**
- **Orientation Programmes** for new comers
- **Awareness Programmes/ workshops**
- **Separate Property counter** along with Security Guard
- **Meditation Room**
- **Book Bank:** old books, as per guidelines of PPCB

#### **4.2.2**

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response: 0.41**

4.2.2.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
9.21	0.31	6.02	15.09	11.30

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

**Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words**

**Response:**

- An **IT policy** is established to ensure the secure, legal, and appropriate use of IT infrastructure, promoting the free flow of information while upholding confidentiality and integrity. The creation, management, and regulation of access to information assets are facilitated through this IT infrastructure.
- A proficient **IT team**, consisting of **8 technical personnel** and **2 Software Developers**, led by the **Head of IT Services**. This team is responsible for planning, developing, upgrading, and maintaining IT infrastructure and related services.
- The University has a dedicated **Online Information System**. This automates various activities including **Examination Management, Evaluation Records, Student Registration, Attendance Tracking** (for both staff and students), as well as providing a notice section for **Academic and Administrative Services**.
- The University is committed to provide ultra-modern IT infrastructure including **166 Wi-Fi Access Points, 1.1 Gbps** high speed internet in the whole campus, **24 High-End Switches, Application Servers**, adequate number of computers with the latest configurations, printers, scanners, projectors etc.
- **Security Measures:** Powerful **Firewall** installed to prevent misuse of internet facilities and access to undesirable websites.
- **Budget Allocation: Rs. 60 Lakhs** spent over the last five years for development and upgrading

of IT infrastructure.

- **E-Waste Disposal:** E-waste managed through buy-back options, electronic waste is collected and recycled efficiently, reducing the environmental impact of outdated electronics.
- **Network Monitoring: Real-time Monitoring** of the entire network conducted from the University computer centre.
- **Surveillance Room:** Established to manage surveillance with **460 CCTV** cameras across the campus.
- University has established a high computing lab of **Artificial Intelligence** and **Machine Learning** to enhance the skill and knowledge of students. AI lab contains **29** High configuration-based desktops. Configurations are: - Processor: Intel Core i7 12th generation, 1TB HDD and 500 GB SSD, 16 GB RAM, 19inches Monitor.

**Internet bandwidth:** Upgraded from **300 Mbps to 1.1 Gbps** during the assessment period

- **DAVIS Server: 3**
- **LAN Facility: Access Point (Wi-Fi) Details: 166 Ruckus**

**Wireless Controllers: 02** (Ruckus ZD 3050 & 3025 model)

**Wireless licenses:** Ruckus Zone director **3000** licenses for **166 AP**

Wireless user's authentication/authorization/accounting based services PCs: - (HP Compaq pro 4300 SFF: - 04 No's, Intel Core i5, 4 GB RAM, 500GB HDD.

**Intel Unnati Centric Lab Server: 02**

**Firewall Details:** Sophos XG430 Firewall (1 No.) with full guard enhanced support 36 Months license and Sophos XG43100 Firewall (1 No.) with 3years license.

#### 4.3.2

**Student - Computer ratio (Data for the latest completed academic year)**

**Response:** 4.31

**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

**Response:** 698

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage	<a href="#">View Document</a>
Purchased Bills/Copies	<a href="#">View Document</a>

### 4.3.3

**Institution has the following Facilities for e-content development and other resource development**

1. Audio visual center, mixing equipment, editing facilities and Media Studio
2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre
10. Art Gallery
11. Any other facility to support research

**Response:** A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	<a href="#">View Document</a>
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 33.8

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year - wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
685.87	536.26	338.53	874.99	997.75

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

**4.4.2**

**There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.**

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

To maintain the large, beautifully landscaped campus and its infrastructure, the institution has a dedicated team of administrative staff and effective systems in place. These resources ensure smooth support for all academic, research, and extension activities.

- The university allocates separate budget for all the academic and physical facilities.
- DAVU has specific **Procedures** and **Policies** for maintaining and using **Academic Support Facilities**, including laboratories, libraries, computers, and classrooms.
- **Estate Office** is responsible for overseeing and managing the maintenance of the entire campus,

including:

- Repair and maintenance of **University Buildings**.
- **Electrical, Plumbing, Carpentry, Masonry**, and other works.
- Utilizes **Job Cards** to report issues and maintain records.
- Maintains **Separate Files** for efficient management of repair and maintenance tasks.

· Requests are promptly addressed by specialized staff, including **Mechanics, Technicians, Electricians, Plumbers, Carpenters, and Masons**.

· The electricity maintenance is overseen by a **Electrical In-Charge and team**.

#### **Classroom/Laboratories:**

- Department **Coordinators, Faculty In-Charges, and Laboratory Technician** are responsible for maintaining all equipment and facilities in the classrooms and laboratories of their respective departments.
- **Lab technicians** are well-trained to maintain lab equipment.
- **Minor issues** are reported through the **Job Card** available on DAVIS portal and addressed promptly.
- **Major Repairs** are referred to the **Instrument Suppliers**.
- Faculty in-charges and lab assistant, guided by Department's Coordinator, audit **Lab Equipment** annually, resolving minor issues and referring major repairs to suppliers.

#### **Library:**

- Receives **Book Requests** from departments due to curriculum updates or student intake changes.
- **Shelving and Re-Shelving** books
- Repairing **Damaged** books
- Regular **Physical Verification** of volumes
- Ensuring proper functionality of **Computers** and **E-Section** equipment
- Maintaining **Aesthetic Display** and organization of materials

#### **IT Infrastructure:**

Managed by **Designated Staff** to ensure **Proper Use** and **Maintenance** of computers.

- **System Software** is handled internally by the **Computer Science and Engineering (CSE) department**, with **Hardware Maintenance Outsourced** as needed.
- **Network and Internet Facilities** are managed by **CSE and Computer Science and Application (CSA)** departments, including **LAN, Internet, and Wi-Fi** services.

#### **Vehicles & Transport:**

- Transport In-Charge oversees **Regular Inspection and Maintenance** of **Buses, Vehicles, and Ambulance**.
- Outsources, major **Maintenance and Repair Activities**.

#### **Sport Facilities**

- Supervised by the **Deputy Director of Sports**.
- Procure necessary resources.
- Maintain sports fields, courts, consumables, supporting equipment, gym machinery, and grass cutting machines.
- **Faculty of Physical Education Department, Coaches, and Ground Staff** oversee both indoor and outdoor maintenance

#### **Other Infrastructure**

- **Housekeeping Staff:** Ensures **Cleanliness** and **Hygiene** across campus facilities.
- The estate office, in collaboration with the landscaping committee, oversees the maintenance of the university's green cover.
- **Annual Maintenance Contracts (AMCs):** Cover optimal functioning of **Generators, Air Conditioners, Water Purifiers, Lifts, and Computer Systems.**

**Surveillance Cameras** monitor campus maintenance activities.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

**Response:** 68.92

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and (NGOs)non-government bodies, industries, individuals, philanthropists year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2680	2699	2064	2252	2233

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority

[View Document](#)

Upload Sanction letter of scholarship and free ships (in English).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

**Establishment:** DAV University constituted the **Center for Competitive Examination** on **May 9, 2019**, to provide career counseling, e-counseling, and guidance for competitive and higher examinations.

**Center Composition:**

- Dr. Sandeep Kumar, Assistant Professor, Physics (Coordinator)

- Dr. A.K. Trivedi, Associate Professor, Education (Co-coordinator)
- Sh. B.P.S. Bedi, Associate Professor, English
- Dr. Ashutosh Gupta, Associate Professor, CBME
- Dr. Raj Kumar, Assistant Professor, Mathematics
- Dr. Pratima, Assistant Professor, Psychology

#### Objectives:

- To motivate students for prospective career in Government and Corporate Sector.
- Building confidence in students and making students competent to attend competitive exams.
- To provide guidance in various competitive examinations targeting higher education and career opportunities.

#### Activities for Holistic Student Development:

- Organized **43 Workshops/Seminars/ Webinars on Soft Skill Training** over the past five years.
- Guided students for **Resume Building, Interview Techniques, and Job Search** strategies.
- Organized **4 Workshops Annually** related to communication skills and personal development.
- Collaborated with the **Department of English** and the **Training and Placement Division**.
- Provided updates on **Global Education Opportunities**.
- Assisted with admissions to **Foreign Universities and Institutions of National Importance** in India.

#### International Success:

- **0.9%** of total pass-out students qualified International level examinations, namely, **IELTS, Pearson PTE Academic test, and Goethe-Zertifikat A1: Start Deutsch 1 certificate test**.
- Students have gained admission to International universities such as **Northeastern University, Toronto**, and various **Canadian Institutions**, among others.

#### National Success:

- **0.7%** of total pass out students qualified national level examinations, including **GATE, CSIR-NET/JRF, IIT-JAM**, and various state and national examinations.
- Over **20%** of pass-out students advanced to national institutes for higher education.
- Notable admissions to **Institutes of National Importance**, including IITs and NITs.

#### Networking and Mentorship:

- Facilitated student networking with alumni and industry professionals during Student Orientation Programs and Workshops.

**Impact:** The Center for Competitive Examination at DAV University plays a crucial role in bridging academic education with professional success, preparing students for the complexities of the modern workforce.

**5.1.3**

**Following capacity development and skills enhancement activities are organised for improving students' capability**

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4. Awareness of trends in technology**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report with photographs on soft skills enhancement programs	<a href="#">View Document</a>
Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	<a href="#">View Document</a>
Report with photographs on Language & communication skills enhancement programs	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**5.1.4**

**The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

- 1. Implementation of guidelines of statutory/regulatory bodies**
- 2. Organisation wide awareness and undertakings on policies with zero tolerance**
- 3. Mechanisms for submission of online/offline students' grievances**
- 4. Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report of Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

#### Percentage of placement of outgoing students during the last five years

**Response:** 74.54

#### 5.2.1.1 *Number of outgoing students placed year wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
452	626	651	182	1324

<b>File Description</b>	<b>Document</b>
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 5.2.2

**Percentage of graduated students who have progressed to higher education year-wise during last five years****Response:** 63.07**5.2.2.1 Number of outgoing students progressing to higher education**

2022-23	2021-22	2020-21	2019-20	2018-19
363	369	342	390	423

<b>File Description</b>	<b>Document</b>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**5.2.3****Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 1.64**5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)**

Response: 102

<b>File Description</b>	<b>Document</b>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**5.3 Student Participation and Activities**

**5.3.1**

***Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years***

**Response:** 223

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
46	61	29	48	39

**File Description****Document**

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

**5.3.2**

**Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

**Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

**Response:**

**Response:**

Yes, DAV University has an active **Student Council**, a representative body through which students of the institution work in partnership with the staff and administration to address and resolve their problems related to **Academics, Hostels, Sports, Extracurricular Activities** etc., for a better campus life.

**Council Composition:**

- **Chairperson:** Dean of Students' Welfare

- **Main Body (30-40 members):** Department Representatives and Club Coordinators appointed by various University departments.
- **Execution Body (100-125 members):** Class Representatives, selected by department coordinators
  - Includes **Representatives** from all programs, years, and streams, covering Ph.D., postgraduate, and undergraduate levels.

**Annual Formation:** New council formed each year by **Department Coordinators**, with at least **1 Female Nominee** from each discipline.

**Term Limit:** Students can serve on the council for a term of maximum of **2 Semesters i.e. of 1 academic session.**

#### **Roles of Student Council:**

- Student Council under the leadership of the **Dean of Students Welfare** organizes **Cultural and Technical Events** throughout the year.
- Representative in the **Institutional Quality Assurance Cell (IQAC)**.
- Students of the university represent various academic and administrative committees, vis **Board of Studies, Anti-Ragging Committee, Student's Grievance Redressal Committee, Sports Committee, Hostel Committee, NSS, NCC, Alumni Association, Gender Sensitization Cell, Internal Complaint Committee, and student clubs** etc.
- **Promotion and Hosting** of all the celebrations and events.
- Students are members of the **Mess Committee, and Cleanliness Committee**, and provide **feedback**.
- Organize **Fresher and Farewell Celebrations** for the students, and **Hostel Night** for hostel residents every year.

#### **Outcome:**

- Students are trained to become good team players and develop leadership skills for implementing all systems, and academic and extracurricular activities.
- The campus is ragging-free with no incidence of student unrest in discipline or vandalism during the last five years.
- More than **70%** of students are successful in securing **jobs**.
- Leadership opportunities and trainings provided on campus have helped many students to realize their true potential in their careers.
- In the last five years more than **200 medals** were bagged by students in various **Sports and Cultural Competitions**.

### **5.3.3**

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**

**3. Technical fest/Academic fest**  
**4. Any other events through Active clubs and forums**

**Response:** A. All four of the above

<b>File Description</b>	<b>Document</b>
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Alumni contribution during the last five years to the University through registered Alumni Association**

**Response:** 105.27

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
26.49	21.75	15.26	21.37	20.4

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	<a href="#">View Document</a>

#### 5.4.2

#### **Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

#### **Alumni Contributions and Engagements at DAV University**

- **Alumni as a Bridge:** Alumni of DAV University play a crucial role in connecting the past and present, fostering continuity within the academic community through various forms of engagement and support.
- **Registration of Alumni Association:** The University Alumni Association is formally registered under the Societies Registration Act (XXI of 1860) and amended by the Punjab Amendment Act, 1957, with **Registration No. DIC/JAL/OL/234**.
- **Governing Body of DAV University Alumni Association:**
  1. **Dr. Sanjeev K Arora** – Registrar, DAV University, President
  2. **Mr. Gurpreet** – Alumnus, Vice President
  3. **Ms. Rupam Prashar** – Alumna, Vice President
  4. **Dr. Raj Kumar Garg** – Assistant Professor, Department of Mathematics, Secretary
  5. **Mr. Taranjot Singh** – Alumnus, Joint Secretary
  6. **Ms. Reetika** – Alumna, Joint Secretary
  7. **Dr. Ashutosh Gupta** – Associate Professor, Department of Commerce, Business Management, and Economics, Treasurer

#### **Alumni Contributions to the Academic System**

- **Guest Lectures and Motivational Talks:** Alumni regularly return to campus to deliver guest lectures and motivational talks, sharing their industry experience and career advice with current students.
- **Mentorship and Industry Insights:** Alumni provide mentorship, offering students insights into industry trends, life lessons, and professional development.
- **Workshops and Informal Meetups:** Workshops and informal meet-ups are organized where alumni engage with students to discuss practical applications of classroom knowledge.
- **Alumni Book Donations:** Alumni contribute to the enrichment of the University's library by donating books, and expanding academic resources available to students.

## Alumni Contributions to the Support System

- **Alumni Meets:** DAV University has organized Alumni Meets on 4th May 2018 and from 19th to 24th May 2021, where alumni share their knowledge, experiences, and advice with the current student body.
- **Alumni Fund:** Alumni have collectively contributed to a fund amounting to **Rs 105 crores**, which supports various University initiatives and facilities.
- **Entrepreneurial Support:** Alumni involved in entrepreneurship offer support to students by providing seed funding, mentorship, and access to industry networks, fostering an entrepreneurial spirit within the University.
- **Governance Participation:** Alumni contribute to the governance of the University by serving on boards, committees, and advisory groups, helping to shape strategic decisions and policy-making.
- **Cultural and Community Engagement:** Alumni actively participate in organizing reunions, cultural festivals, and community service projects, contributing to the cultural vibrancy of the University and fostering a sense of pride and belonging among students.

## Impact

- **Reputation Building:** Alumni, as representatives of DAV University in the wider world, help to enhance its reputation through their achievements and professional conduct, which reflect positively on the University.
- **Alumni Fund and Financial Support:** The alumni fund of **Rs 105 lakhs** significantly contributes to the development and sustainability of various University programs and initiatives.
- **Enrichment of Academic Resources:** Alumni book donations strengthen the University library, providing students access to a broader range of learning materials.
- **Lifelong Connection:** Alumni remain engaged with the University throughout their careers, maintaining a strong bond that benefits both current students and the University's growth.
- This **Symbiotic Relationship** between alumni and the University exemplifies the enduring value of higher education and its broader impact on individual lives and society.

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.**

#### Response:

**DAV University** Jalandhar is established by DAV College Trust and Management Society (DAVCTMS).

The vision of the DAVCTMS is to

**“Instill Vedic values, ignite latent talents, inspire spirit of nationalism, infuse social and environmental concerns and ingrain such values as would usher in peace and harmony in Universe”,**

with a **mission** of relentless quest to impart holistic education that blends Vedic values and scientific outlook to expand the frontier of knowledge.

The vision and mission of the DAV University aligns with that of the parent body which confirms the holistic development of the students. As per the Act of The DAV University, The President of DAVCTMS shall be the ex officio Chancellor of the University. The Act and the University Statutes, duly approved by the Government of Punjab define very well the powers and responsibilities of the University Authorities, under the charismatic leadership of the worthy Chancellor.

DAVCTMS New Delhi is the largest non-government and non-profit educational organization, managing more than **950 educational institutions** across India. DAV University follows the principle of participative management, under the leadership of the worthy Chancellor, Vice Chancellor of the University along with the team of Executive Director, Registrar, Faculty Deans, Departmental Coordinators, faculty members and supporting staff who work as a team so that students become instrumental in the integrated development of society and mankind. Further, to ensure **participative management** more than **50 committees** have been constituted by the competent authority and more than **30 experts from the industry** along with selected members of the student council have been included.

**Implementation of the NEP 2020** was approved vide the meeting of the Board of Management (BOM) dated 10th Aug 2021, Governing Body (GB) dated 15th Feb, 2022.

A webinar on **“National Education Policy 2020- Impact on Higher Education”** was hosted by DAV University on 9th October 2020 in which top management of the DAVCTMS graced the occasion. Further, on receiving the finally approved guidelines from UGC, DAV University implemented NEP 2020 with effect from the session 2023-24 for Bachelor’s degree programs.

In this regard, detailed guidelines for implementation of NEP 2020 have been prepared and duly approved by academic council of the University. Various **multi-disciplinary (21), skill enhancement (21), ability enhancement (12) and value added (15) courses** have been introduced for implementation of NEP 2020 at DAV University.

DAV University aims at **sustainable institutional growth** which is visible in the various domains of operations. In this regard, the number of programs have increased from 47 to 62.

The seed money given to teachers has increased from approx. **34 lakh** per year (2018-19) to **52 lakh** per year (2022-23). Apart, the consultancy revenue has also increased from 34 lakh (2018-19) to 52 lakhs per year (2022-23) which reflects the prominence of the University.

The internet bandwidth has increased from **100 MBPS to 1.1 GBPS**.

Regarding Infrastructure, **new buildings** such as boys hostel, auditorium, and student centre has been constructed taking into consideration the need of the students.

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**

#### Response:

A strategic planning document is developed considering short term and long term goals after discussion with the stakeholders and the competent authority taking following aspects into consideration:

- **Innovation in Pedagogical Practices** in which activity based learning (**Mind Map, Jigsaw, Videos, Puzzles, Games etc.**) has been deployed successfully in every department of the University
- **Curriculum is at par with the international standards** by considering the opinion of various industry experts in **BOS**.
- **Augmentation in the campus infrastructure (hostels, auditorium, guest house, foot over bridge etc.)**
- Significant Increment in the publications and patents (**about 40% increase from 2018 to 2023**).
- **Industry collaborated programmes** started with **SAP, Intel, Maruti Suzuki, ISDC, Honeywell, and L&T**.
- Initiatives for **developing tie ups with the different stake holders (Mou's, Feedbacks, Alumni Meets, Sarpanch Meets, and Principal Conclaves)**.
- **Digital expansion and social media**, to inculcate the use of technology to manage academic and administrative systems (**online feedback systems and software for alumni management**).
- For **Environment Conservation, Sustainable Development and Best Practices**, Various **Awareness Programmes, Green Audit and Energy Audits** have been conducted.

- **Expansion of sports facilities and student participation** to accomplish **Excellence in Sports**.
- Registration of University with **CUET** for admission in UG and PG programmes for ensuring quality intake.

**Administrative set up:** There are two Apex bodies guiding and giving directions for running the University affairs. The governing body is the supreme body followed by the Board of Management. At the University level, academic council evaluate and recommend various academic proposals for its perusal with the apex bodies. The nonacademic proposals are also forwarded by the Vice Chancellor for consideration by the Apex bodies. All the decisions at the University level are carried out in the light of University’s policies.

The University is run by a society, known as DAV College Trust and Management Society (DAVCTMS), a registered body, a non-government society running DAV educational institutional across the country.

The head of the society is the President of the Society who is also the Chancellor of DAV University. The affairs of the University at the society level are handled by a governing body.

At the University level, the organizational hierarchical set up is in place for directing and controlling the affairs of the University

**Appointments:** In order to ensure the quality intake of the faculty and staff the recruitment process is given wide publicity in newspapers and University website. All the rules given by regulatory bodies such as UGC, NCTE, AICTE etc. of respective educational domains are followed to set the eligibility criteria and subsequent interview.

**Service rules and procedures:** There are comprehensive service rules which clearly define the procedure of appointments of teaching and non-teaching staff which includes categorization of posts, age limit, qualification, method and procedure of recruitment, leave rules, retirement social security benefits. It also includes, guidelines regarding the probation period, seniority, retirement, resignation discontinuation and termination from service etc. The guidelines are also in place regarding maintenance of service books, personal files, annual confidential reports (ACR) and the appraisal reports of the staff.

The policies are uploaded in <https://www.davuniversity.org/innerpage/mandatory-disclosures>

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

1. Administration including complaint management
2. Finance and Accounts
3. Student Admission and Support
4. Examinations

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

**Teaching staff:**

Every year each faculty member submits duly filled **ACR (Annual confidential report)** covering all aspects of duties expected and discharged viz. teaching, research output, papers presented, training programs attended, special achievement and other important information. Further, feedback is asked from coordinator of concerned department regarding punctuality, conduct, coordination, regularity in taking classes, quality of teaching, student's response, attitude towards students, examination, evaluation and other University work, extracurricular/co-curricular activities for evaluating the performance of the faculty. These reports are submitted to the **office of Deans of faculty** for further approvals.

**Non - Teaching staff:**

Similar to the teaching staff every year non-teaching staff also fills **ACR (Annual confidential report)** explaining nature of duties performed, special award and achievement, and other important information. The same is evaluated by reporting officer on the parameters of punctuality, discipline,

conduct, trustworthiness, initiative coordination, professional skills, work efficiency, target oriented approach, power of expression and drafting. The ACRs are duly perused and carry the recommendations of the **concerned Head of the Department** duly approved by the **Registrar**.

**The University has adopted measures for welfare of faculty and staff. The various welfare Schemes/ facilities extended to staff are:**

- Opportunities for **international exposure**, as per University policy.
- **Financial assistance** and duty leave to attend **national international conference** and **short term courses/ FDPs**.
- To enroll into higher level degree programs in the University
- Medical and maternity leave
- Research Incentives
- Leave Encashment
- Yoga classes/Meditation & Psychological counseling
- Transport & Bank facility.
- Dispensary for immediate medical Attention
- In house residential facility
- Social security benefits
- Gratuity benefit
- Provident fund benefit
- Workmen compensation

### 6.3.2

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 76.49

**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
136	138	144	162	175

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<a href="#">View Document</a>

### 6.3.3

#### **Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 76.09

##### **6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
136	148	142	149	176

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

#### **Response:**

DAV University is self- financed University and it maintains & follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute as well as the Department Heads and Accounts office. Hence, the funds are generated mainly through:

#### **1. Internal Sources**

- Apart from fee collection from the students, the University generates the funds in the form of transport and hostel charges, collected from students.
- Income generated through agricultural sales.
- The other internal sources for mobilization of resources are rent/contract money which is received from vendors who hire the shops and food outlets in student center.
- The management provides need-based loans to the University
- Interest from the fixed deposits.

#### **2. External Sources**

- The Faculty of the University is granted financial aid by different funding agencies like ICSSR, DST, CSIR etc.
- Various non-government agencies, Industries, Corporate houses provides grants for research and development of infrastructure.
- Alumni contribute to the institute for development of the University
- Sponsorships are sought from individuals and corporate for cultural events and fests.
- Other external sources of funds are primarily term loans which are used for the development of infrastructure.

#### **Optimal Utilization of Funds:**

- The University ensures strict budgetary control for utilizing the funds and pre audit is done to ensure that only the relevant expenditure is incurred.
- The central purchase department of the University ensures the transparency and optimum utilization of funds which calls for quotations and tenders as per requirement.
- The quotations are scrutinized by the purchase committee based on parameters like pricing, quality, terms of service, etc.
- The Principal, purchase committees along with the accounts department ensure that the expenditure lies within the allotted budget.

The optimum utilization of funds is ensured for all the activities of the University such as:

- **Infrastructure Development:** University, established in 2013 witnessed continuous growth of infrastructure. Multistory hostels, student center, auditorium, library, playgrounds, academic blocks with installation of lifts & foot over bridge adjoining the main gate of the University The expenditure pertaining to infrastructure is 46 percent (approx.) of the total expenditure incurred excluding salary.
- **Transport Facility-** University owns 6 Buses and also hired some buses to provide transport facility to the students.
- **Academic Activities:** Funds are provided to conduct various academic activities such as guest lectures, workshops, seminar, board of studies, Viva-Voce industrial visits etc. for academic expenses (including physical facility is 33 percent of the total expenses (approx.)
- **Medical and Health facility:** The facility is available in the form of wellness center, dispensary, medicines, consultation, ambulance and medical staff for 24 hours in campus. Moreover, a high-tech gymnasium has also been set up in the University
- **Sports Activities:** The University is a member of various national sports body and organizes various sports events. In the year 2022-23 the University organized grand event for under 19 girls named “DAV National Sports Under 19”. In this event, more than three thousand girls across the country participated in 24 sports events.

#### 6.4.2

**Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V )**

**Response:** 102

**6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2	15	50	20	15

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received.	<a href="#">View Document</a>

### 6.4.3

#### **Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

#### **Response:**

**General:** The University conducts **Internal audit** to ensure adequate control and transparency. The University also has access to chief accounts officer of DAV College Trust and Management Society (DAVCTMS) for seeking guidance on any of the issues. Apart from the University legal consultants, opinion of the chief legal advisor from DAVCTMS is sought in related and required matters. The internal audit department of the University ensures justification of requisition, validation of supporting documents through budget, authorization and approval, vendor account history/status as follows

#### **Internal Audit:**

The internal audit department of the University regularly conducts the pre-audit and required steps are taken to regularize the accounts. The department checks every aspect of control from adequacy of requisition, documentation, along with authorization and approval perspective at each stage of transaction to ensure propriety of the payments. In this regard, observations / queries raised by the internal audit department (if any) are marked on the relevant documents and given back to concerned departments/parties. After receiving satisfactory response of queries/objections, the documents are further processed and forwarded to the competent authorities for its final approval.

#### **External Audit:**

The accounts of the University are audited by an independent Chartered Accountant Firm (S.K Arora & Associates) appointed by the governing body at the end of each financial year. External Audit of the subsequent year is done by the Statutory Auditors after 31st March.

External auditors critically review the books of accounts once a year and analyze the receipts and payments as per the applicable auditing standards and statutes to ensure proper and timely compliance of applicable statutory and regulatory requirements. This audit has the objectives of reviewing and

appraising the soundness, adequacy and application of accounting, promoting effective control at reasonable cost, ascertaining the extent of compliance with established policies/standards and ascertaining the reliability of data generated within the organization. In this regard, external auditors discuss observations and findings with the accounts team to seek additional information and explanations to satisfy themselves on the financial statements. After the removal of the objections (if any) and on completion of external audit, final audit report with audit findings are submitted to the Management.

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. The two practices institutionalized as a result of IQAC initiatives.

#### **1. Implementation of Outcome based Education**

IQAC implemented the notion of **Outcome based Education** in the university with the defined Programme Educational Objectives (**PEOs**), Programme Outcomes (**POs**) and Programme Specific Outcomes (**PSOs**) of the programmes offered by wide range of departments. The PEOs, POs and PSOs are framed in tune with the departmental vision & mission which is further aligned with the vision & mission of the university. The **workshops** related to **outcome based education academic administrative audit** and **maintenance of course files** were **conducted by IQAC**.

For all courses, Course Outcomes (**COs**) have been formulated in order to cater to the wide spectrum of POs and PSOs.

To review the teaching learning process, IQAC tracks **CO attainment** value in each subject. **Attainment of COs** is assessed **through direct and indirect methods**. The **direct method** calculates

CO attainment from the marks with **80% weightage** of the total weightage of the theory courses, having weightages 50% for ESE, 25% for MSE, 10% each for Quiz & Seminar/Assignment/Project work, 5% for student attendance. The **indirect method** involves collecting feedbacks through course exit surveys from the students and has **20% weightage**.

The **benchmark value of CO attainment** is taken as **2**. For the courses with **CO attainment less than 2**, the faculty is asked to identify the reasons and take **corrective actions**. The **follow-up action** is **tracked by IQAC** for ensuring higher levels of attainment.

The **CO/PO gap** i.e. difference between the desired and actual attainment of course outcomes and programme outcomes is **projected by all the departments**. The gaps consolidated by the coordinators are reported to IQAC and to **bridge the gap expert talks, visits to industries/ advanced laboratories and field visits** are carried out.

**Development and implementation of online feedback systems by IQAC** including **Faculty Feedback, Course Exit and Programme Exit Survey**. **Mid semester examination (MSE) analysis** is conducted by IQAC in each semester to evaluate student's performance in each course and further to **identify advanced and slow learners** and the **performance of slow learners** is **tracked** at the end of each semester **by IQAC**.

## 2. Experiential Learning

**IQAC** is continuously working in **improvising the pedagogical practices** for teaching learning. In this context, the experiential learning via **internships, capstone projects, and research based projects and the use of innovative teaching pedagogies (activity based learning)** is implemented.

There are several quality related **workshops conducted by IQAC including activity based learning**. It is mandatory for faculty members to use activity based learning pedagogies for teaching each course in a semester. **Activity based learning reports** are **taken by IQAC** for each course in a semester and **evaluated**. The **feedback regarding activity based learning** is **communicated to coordinators** at the end of a semester **by IQAC** for further improving pedagogical practices.

### 6.5.2

**Institution** has adopted the following for **Quality assurance**:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	<a href="#">View Document</a>
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents	<a href="#">View Document</a>
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 6.5.3

**Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)**

**Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)**

**Response:**

**The IQAC frequently recommends the faculty, students, teaching and non-teaching staff and administrative authorities to work upon the following points for the quality enhancement:**

- **Monitoring publication of research articles** at reputed venues leading to **an improvement in the count of research papers from 200 to 211 and book chapters from 11 to 50** in the last five years and a progressive increase in the number of citations.
- **Focus on increasing the collaborations for quality enhancement** by signing MOUs with industries, research labs and educational institutes and further ensuring the conduct of activities under these MOUs leading to increase in the **MOUs from 10 to 28 in the last five years.**
- Starting of the **new programmes** as per the regional and social relevance like **MLT, Law and legal studies, Food Science and Pharmaceutical sciences** and further industry collaborated co-op programmes with SAP and L&T.
- Inculcating the use of technology in academic and administrative systems by expanding horizons for LMS and ERP.
- **Construction of new infrastructure** to suit to the needs of students, faculty and staff. New infrastructure added in last five years: **Auditorium, Boys hostel with increased capacity and further increase in IT infrastructure leading increase in the number of computers and projectors.** Use of ICT facilities is also one of the key priorities of IQAC leading to increase in

the bandwidth from 100Mbps to 600Mbps.

- **Improvement in the number of student scholarships** as visible **from 2233 to 2680 students and scholarship amount from 25153777 INR to 48946510 INR and further improvement in seed money to faculty for research from 34 Lakh to 52 Lakh.**
- **Number of JRF (PhD students) are progressively increasing from the previous years.**
- **A good flow of online feedback system was initiated by IQAC in collaboration with DAV information system (DAVIS) and these are analyzed by IQAC and regularly communicated to faculty members for further improvement in delivery and contents of courses so as to improve course outcomes attainment and mapping of COs with POs.**
  
- **E-Content development**
- **Conducting workshops/expert lectures/programs** for the empowerment of faculty and students. **Number of events organized by IQAC improved from 2 to 6 from 2018 to 2023 yearly.**
- **Faculty performance** in terms of teaching, research and extension activities **is evaluated quantitatively with half yearly self-appraisal by IQAC.**
  
- **Strategic plan**, a dynamic document indicating future vision, mid-to-long-term goals and objectives of the university has been prepared after thorough discussion with the coordinators/Deans/Registrar/Vice chancellor **and the deployment of the goals has been regularly initiated and monitored by the IQAC.**
- **Ensuring digitization of library resources and plagiarism check** of PhD theses and research articles in library.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

**Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words**

#### **Response:**

DAV University is committed to fostering an inclusive and secure environment through a variety of initiatives aimed at promoting gender equity and ensuring the safety and well-being of all its members. These are mentioned below:

#### **1. Women Empowerment Cell**

The women empowerment cell helps in the empowerment of women to their full potential on social, economic and mental levels. The composition of the cell is given below:

- Dr. Praveen Guleria, Assistant Professor, Department of Biotechnology
- Dr. Rama Gupta, Assistant Professor, Department of Physics
- Er. Sangeeta Monga, Assistant Professor, Department of Electrical Engineering
- Er. Simran Kaur, Assistant Professor, Department of Electrical Engineering
- Ms. Shefali Ravash, Assistant Professor, Department of Education

Key events organized by Cell include:

- Seminars like "**Beti Bachao Beti Padhao**," focusing on the protection and education of girls
- **Self-defense** training programs.
- Debates on contentious topics such as the **#MeToo** movement provided platforms for meaningful discussions on gender issues.
- Guest lectures on **Cancer Awareness** and women's **Health and Hygiene**, promoting critical health education among students
- "**Fit Women Fit India**" event to promote fitness among female students
- A **Cybersecurity Training Program** for female engineering students, in collaboration with the **ICT Academy** and sponsored by **Honeywell, USA**

#### **1. Gender Sensitization Cell:**

The Gender Sensitization Cell promotes respect and inclusivity across campus by educating the community on gender equity. The composition of the cell is given below:

- Dr. Raj Bala, Assistant Professor, Department of Botany and Environment Science
- Dr. Ashish Sharma, Assistant Professor, Department of Botany and Environment Science

- Dr. Mamta Rani, Assistant Professor, Department of Physics
- Dr. Sandeep Kumar, Assistant Professor, Department of Physics
- Er. Vidya Pandey, Assistant Professor, Department of Chemical Engineering
- Two student representatives

### Key Activities:

This cell conducts various awareness initiatives,

- **Regular Gender Equity Awareness Campaigns** to promote understanding and eliminate bias.
- The appointment of **42 Gender Ambassadors** who raise awareness on gender issues and report any grievances or incidents to the Gender Sensitization Cell for prompt action.
- Conducting **Gender Audits** to ensure fair representation of all genders in university roles and responsibilities.
- **Gender Perception Surveys** to assess the university community's understanding of gender issues and evaluate the effectiveness of gender equity initiatives.
- Organizing **Gender Sensitization Week**, which includes workshops, seminars, and panel discussions on topics like "**Gender Equality: Today for a Sustainable Tomorrow**".

### Facilities for Gender Equity

University supports gender equity with the following facilities:

- Separate **hostels, common rooms, and washrooms** for male and female students.
- **Isolation rooms during COVID-19 for health and safety.**
- **Sanitary pad vending machines and incinerators** in the girls' hostel.

### Safety and Security

The university ensures campus safety through:

- **Both male and female security guards.**
- **548 CCTV cameras** across campus.
- Well-lit, separate walking paths for male and female hostel residents.

### Impact:

- **Female students** now are **50%** of the total student population.
- **Female faculty** representation grew from **49.5% in 2018 to 53% in 2022.**
- Women hold over **20%** of non-teaching staff positions.
- Female supporting staff increased from **39.47% to 42.85%.**
- **No untoward gender-related incidents** have been reported on campus since its inception.

### 7.1.2

*The Institution has facilities for alternate sources of energy and energy conservation measures*

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

DAV University is committed to environmental sustainability and effective waste management through a comprehensive system designed to follow 5 R concept (Refuse, Reduce, Reuse, Repurpose, Recycle) to manage various types of waste as follows:

**Solid Waste Management:**

- Located outside municipal limits, University has proactively addressed solid waste management by partnering with **Mr. Iqbal Singh, authorized vendor for garbage lifting** services for daily waste collection. Waste is meticulously segregated into different components at the university's solid waste segregation unit before disposal.

- The university operates **Four Vermicompost Pits** that recycle kitchen waste from hostel messes and kiosks, producing valuable manure. The quantity of vermicompost produced has increased annually:
  - **2018-19:** 100 kg
  - **2019-20:** 100 kg
  - **2020-21:** 50 kg
  - **2021-22:** 200 kg
  - **2022-23:** 500 kg

This organic fertilizer is used on the University's **two-acre agricultural farm**, enhancing soil health and promoting sustainable farming practices.

### **Liquid Waste Management:**

The Sewage Treatment Plant (STP) efficiently manages liquid waste. The STP treats **600,000 litres** of water daily using the **Activated Sludge process**, adhering to stringent environmental regulations. Treated water is repurposed for agricultural and gardening purposes, supporting the University's water conservation efforts and reducing reliance on external water sources.

### **Biomedical Waste Management**

DAV University ensures the safe management of biomedical waste through partnerships with specialized vendors. Initially, **M/s Biomedical Waste Private Ltd., Pathankot** managed the waste from 2018 to 2022, and since 2023, **M/s Meridian Milieu Care Pvt. Ltd., Nakodar** has taken over. A comprehensive color-coded system is used for segregation and disposal:

- **Yellow bags:** Pathological waste.
- **Red bags:** Contaminated waste.
- **White/translucent containers:** Sharps waste.
- **Blue bags:** Medical glassware waste.

This system ensures the proper handling and incineration of biomedical waste, mitigating environmental and health risks.

### **E-Waste Management:**

In 2018, DAV University signed an agreement with **Ramky Enviro Engineer Ltd., Mohali** for e-waste disposal. The contract has since been transferred to **Spreco Recycling, Ludhiana**. This partnership ensures that electronic waste is collected and recycled efficiently, reducing the environmental impact of outdated electronics.

### **Waste Recycling Initiatives:**

The University has signed several Memorandums of Understanding (MoUs) to enhance its recycling efforts:

- **Indian Pollution Control Agency:** For recycling plastic waste.

- **HMV College, Jalandhar:** For recycling paper waste.
- **Project Green Sparrow:** For organizing awareness campaigns and workshops on waste management and recycling.

#### **Hazardous Chemicals and Radioactive Waste Management:**

University has partnered with **M/s Aggawal Manufacturing Co., Ludhiana** for the collection and disposal of hazardous waste, including diesel waste, machine oil waste, generator oil waste, oily cotton waste, and plastic waste.

#### **Impact**

- **Reduction of Environmental Footprint:** The University's waste management practices significantly reduce its environmental impact by minimizing waste sent to landfills.
- **Vermicompost Usage:** Increased production of vermicompost enriches agricultural land, promoting sustainable farming.
- **Water Conservation:** The STP's treatment of 600,000 litres of wastewater daily supports water conservation and reduces external water dependency.
- **Improved Waste Handling:** Specialized vendor partnerships ensure compliance with environmental regulations, enhancing public health and safety.
- **Awareness and Collaboration:** MoUs with various organizations foster waste management awareness and encourage responsible behavior among students and staff.

#### **7.1.4**

#### **Water conservation facilities available in the Institution:**

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

**Response:** A. Any 4 or more of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric.	<a href="#">View Document</a>

### 7.1.5

#### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

#### Response:

DAV University is deeply committed to environmental sustainability, actively pursuing a range of green campus initiatives aimed at reducing its carbon footprint and promoting eco-conscious practices. Guided by its **Policy On Maintaining a Green Campus** and evaluated through an **Annual Green Audit**, the University's efforts reflect its dedication to foster a cleaner, greener, and more sustainable academic environment.

#### Restriction on Automobile Entry:

- **Vehicles are restricted on campus** to reduce **air and noise pollution**. Vehicles are parked in the basement parking area near the University gate, ensuring minimal impact on the campus environment.
- Staff and students have designated parking spaces, while **honking is strictly prohibited** to minimize noise pollution.
- The use of **Bicycles and Battery-Powered Vehicles** is encouraged, and an **E-Cart Facility** is available for convenient travel within the campus.
- **Pedestrian-Friendly Pathways** enhance safety and promote an active lifestyle among the University community.

#### Plastic-Free Campus:

- **Single-Use Plastics** are strictly prohibited in the University Campus.

#### Green Landscaping and Tree Planting:

- **Strategic tree planting and the development of green spaces improve** campus aesthetics and

biodiversity.

- University has around **20% green area** having **632 trees, 586 shrubs** and **numerous herbs** contributing to sustainability.
- A **Botanical Garden** and **Herbal/Medicinal Garden** nurtured in the campus to support an active research on several medicinal plants and herbal drugs.
- A **Mini Forest** named “**Nanak-Bagichi**” has recently been developed in association with the **District Forest Officer, Jalandhar**. A total of 550 saplings have been planted on the occasion of 550th birth anniversary of **Guru Nanak Dev Ji**.

### Energy Conservation

- **Sensor based LED**
- **308 Solar Panels of capacity 100 kWP**

### Environmental Awareness Programs:

- **Training Sessions on Energy Conservation** are organized in collaboration with **Punjab Energy Development Agency (PEDA)**.
- Seminars on topics such as **Water Use Efficiency in Agriculture, Green Diwali, E-Waste Management, Biodiversity Conservation, Climate Change Mitigation Strategies, Circular Economy, Green Agriculture and Sustainable Food Systems**, have been conducted to raise awareness about environmental issues.
- Students participated in external conservation activities, including the **Asian Water Bird Census** and **anti-stubble burning rallies**, supported by **Extension Activities from the National Service Scheme (NSS) and Agro Club**.

### Innovative Projects with External Experts:

- In partnership with Dr. Partap Kumar Pati from Guru Nanak Dev University, the University has initiated projects on ‘**Wealth from Waste**’ and ‘**Climate Resilient Crops**.’ Projects include producing bio-ethanol from agricultural waste, cultivating mushrooms from crop residues, and expanding vermicomposting units.

### Impact

- **Reduced Environmental Footprint:** Restrictions on automobile entry, encouragement of alternative transportation, the use of e-carts, sensor based LEDs, solar panels etc. contribute to reduce air and noise pollution on campus.
- **Increased Eco-Consciousness:** Plastic-free policies and extensive green landscaping foster a strong culture of environmental responsibility within the University community.
- **Enhanced Biodiversity:** Strategic tree planting and green space development improve air quality and support local biodiversity.
- **Effective Waste Management:** The University’s innovative ‘**Wealth from Waste**’ projects and different MOU’s have been signed for waste management.
- **Community Engagement:** Regular environmental awareness programs and student participation in environment conservation activities extend the University’s impact beyond the campus, promoting broader environmental stewardship.

**7.1.6**

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

**7.1.7**

***The Institution has Differently-abled (Divyangjan) friendly, barrier free environment***

***Write description covering the various components of barrier free environment in your institution in maximum of 500 words***

- Built environment with Ramps/lifts for easy access to classrooms**
- Divyangjan friendly washrooms**
- Signage including tactile path, lights, display boards and signposts**
- Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:**

DAV University is committed to creating an inclusive and accessible environment that supports individuals with diverse abilities. By implementing a range of thoughtful initiatives and facilities, the University ensures that all members of its community can participate fully in academic and social activities. This commitment is reflected in the University's barrier-free built environment, specialized washrooms, inclusive signage systems, and advanced assistive technologies. DAV University also has a separate **Policy For Persons With Disabilities**, reinforcing its dedication to accessibility and inclusivity. Through these measures, the University sets a high standard for accessibility and inclusivity.

**1. Barrier-Free Built Environment:**

DAV University has made substantial progress in creating a barrier-free built environment to support individuals with diverse abilities. The campus features:

- **Ramps and Lifts:** Strategically placed in all the academic blocks, administrative block and hostels to ensure easy access to classrooms and other facilities for individuals with mobility challenges.
- **Tactile Paths:** Tactile paths have been created in academic blocks to assist visual impaired persons in navigating the campus independently and safely.
- **Divyangan-Friendly Washrooms:** Divyangan-friendly washrooms are provided in all the academic blocks, hostels and administrative block. These are equipped with features tailored to the needs of individuals with diverse abilities.

**1. Inclusive Signage Systems:**

To enhance campus navigation, DAV University has implemented:

- **Comprehensive Signage:** Clear and concise signposts strategically placed throughout the campus, designed to assist the **Divyangan**.

**1. Inclusivity Centre in the Library:**

The University's library includes:

- **Braille Section:** Featuring books in braille and talking books.
- **Assistive Devices:** Includes a talking calculator, hand-held magnifier for low vision, and portable braille typewriter, among other tools, to support diverse learning needs.

**1. Supportive Dispensary Services:** The dispensary at DAV University provides:

- **Wheelchair Facilities:** Available for physically challenged students.
- **Round-the-Clock Assistance:** Ensures continuous support for students with mobility challenges.

**1. Student Assistance Programs:** To further support physically disabled students, DAV University offers:

Student "**Saarthi**" Program: Assigning a student "Saarthi" to assist with daily chores and seek help from faculty and staff as needed.

### Impact

- **Enhanced Accessibility:** Improved mobility and ease of access for individuals with physical challenges.
- **Increased Independence:** Empowered students to navigate and use campus resources autonomously.
- **Comprehensive Support:** Ensured that diverse needs are met through specialized facilities and assistive technologies.
- **Promoted Equity:** Fostered an inclusive environment where all students can fully participate in academic and social activities.
- **Positive Campus Experience:** Contributed to a supportive and welcoming atmosphere for individuals with diverse abilities.

### 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

#### Response:

DAV University is dedicated to foster an inclusive and harmonious environment that celebrates the rich diversity of its students and staff. The institution prioritizes creating a welcoming atmosphere where individuals from various cultural, regional, linguistic, communal, and socio-economic backgrounds can thrive. This commitment is reflected in its wide range of initiatives and programs designed to promote tolerance, understanding, and respect for all forms of diversity.

**Diverse Representation:** DAV University's students and faculty members come from various states, including **Jammu and Kashmir, Himachal Pradesh, Bihar, Orissa, Haryana, Uttar Pradesh, Assam, Rajasthan, Madhya Pradesh, Chhattisgarh, Jharkhand, Uttarakhand, Delhi-NCR, Manipur, Tamil Nadu, and West Bengal.** This diverse demographic representation enriches the University's cultural landscape and contributes to a vibrant academic environment.

#### Tolerance and Harmony Towards Diverse Backgrounds

1. **Regional and Cultural Diversity:** University actively promotes cultural diversity through celebration of variety of festivals viz **Lohri, Diwali, Dushhera, Teej, Karwa Chauth, Basant**

**Panchami, Janamashtami, Onam, Eid, Christmas, Chhath Pooja, Durga Pooja, Ganesh Chaturthi, etc.** Additionally, the University organizes a major cultural fest known as "**Incredible India,**" where students present classical and folk performances from different regions of India. Each department also contributes by setting up stalls at the **Diwali Mela,** representing **various states and their unique traditions.**

2. **Linguistic Diversity:** The University hosts events like **Hindi Diwas, International Mother Language Day, Storytelling, Literary Festival, Film festival, Language Trivia etc.** to honor and promote linguistic diversity. **Student clubs representing different regional and linguistic backgrounds** are encouraged, fostering a sense of belonging and intercultural dialogue.

3. **Communal and Socio-Economic Diversity: DAV University**

- DAV University fosters an inclusive environment that welcomes students from diverse backgrounds and upholds equal rights for all. With a strict **zero-tolerance policy** for discrimination and harassment, the University ensures every student is treated with fairness and dignity.
- Located in Sarmastpur, a rural area surrounded by villages with a predominant SC/ST population who can avail **Post-Matric Scholarship scheme** at DAV University. The University's financial aid programs, including **need-based scholarships** and the **Unnat Gram Scheme,** ensure that students from disadvantaged socio-economic backgrounds have equal access to educational opportunities.
- As part of its rural outreach, DAV University has **adopted 10 surrounding villages** and actively engages in **Community Service Projects.** Through a compulsory **Community Engagement Course,** students contribute **15 hours per semester** to work with **Local Gram Panchayats, Aanganwadis, and ASHA Workers.** This hands-on experience helps bridge societal divides and fosters respect for all communities.

### Impact

- **Enhanced Cultural Understanding:** DAV University's diverse celebrations promote respect for different traditions, with representation from **16 states** among students and faculty.
- **Support for Socio-Economic Diversity:** Financial aid programs, including need-based scholarships and the Unnat Gram Scheme, ensure equitable access to education. The percentage of students availing Post-Matric Scholarships has risen from **5% to 14%.**
- **Strengthened Community Bonds:** Outreach initiatives have helped secure a **₹4,65,000** project for the establishment of an STI Cell aimed at uplifting the SC/ST community, funded by the **Punjab State Council for Science and Technology and the Department of Science and Technology.**

### 7.1.9

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens**

as reflected in the Constitution of India within 500 words.

**Response:**

DAV University exemplifies its commitment to foster constitutional awareness and civic responsibility through a holistic educational approach that integrates values, rights, duties, and responsibilities into its curriculum.

**1. Values:**

- **Curriculum:** Central to DAV University's ethos is the **Human Values and Ethics Course (a Compulsory Course)**, which introduces students to the principles of integrity, respect, and social responsibility. This course provides a deep understanding of the Indian Constitution's fundamental rights and duties, laying a foundation for ethical growth.
- **Spiritual Practices: Vedic Fire Ceremony (Hawan)** rituals are performed to seek blessings from almighty regularly. Further, **Rishi Langar** is offered to all the students and staff members on the **University's Foundation Day**.
- **Events:** Events like **Happiness Programs for faculty, Workshops on Youth Empowerment and Skills**, and **Seminars on Drug Abuse** and contribute to raising awareness and promoting human values. **Motivational Speakers** are regularly invited during student induction programs to foster values, discipline, persistence and positive mindset among students.
- **Significant Days:** The University also commemorates significant days such as **International Yoga Day, Ozone day, No Tobacco Day, World AIDS Day, World Water Day, World Wild Life Day, World Sparrow Day, World Environment Day, etc.** to highlight and promote key aspects of human values, environmental awareness and health.

**1. Rights and Duties** DAV University ensures that students are well-versed in their constitutional rights and duties through practical engagement and educational activities.

- **Community Engagement Course:** During community engagement course of **15 Hrs of Rural Engagement**, students participate in rural community immersion, observing gram panchayats, and experiencing grassroots democracy, fostering a practical understanding of democratic processes.
- **Constitutional Celebrations and Commemorative Events:** The NCC unit of the University regularly organizes **Constitution Day, Independence Day, Republic Day, Birth Anniversary of Shaheed Bhagat Singh** and key milestones in India's freedom struggle through seminars and discussions.

**1. Responsibilities** The University actively promotes **Civic Engagement and Social Responsibility**, equipping students with practical experience and knowledge.

- **National Service Scheme (NSS):** The NSS unit of the University regularly organizes community service programs fostering a sense of social responsibility in them.
- **Voter Awareness Programs:** These programs encourage students to participate in the electoral process, reinforcing democratic values and civic duties.
- **Department of Law and Legal Studies:** This department educates the community about their rights and legal remedies, contributing to a more just and equitable society.
- **Mock Parliament Sessions:** Regularly organized mock parliament sessions provide students

with practical experience in democratic processes and legislative functions.

- **Enhanced Civic Awareness:** Improved understanding of constitutional values and democratic processes.
- **Practical Experience:** Gained through community engagement, mock parliament sessions, and youth parliaments.
- **Informed Citizenship:** 100% of students admitted during the assessment period have voter ID cards, reflecting a strong commitment to civic responsibility.
- **Ethical Development:** Strengthened through values-based courses and spiritual practices.: More than **16,000 students** successfully completed a compulsory course on **Human Values and Ethics** from 2019-2023, promoting a culture of responsibility and moral integrity.
- **Nation-Building Contributions:** Faculty and staff of DAV University diligently perform **election duties**, reinforcing their role as responsible citizens.

#### 7.1.10

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented as per NAAC format provided in the Manual.**

**Response:**

**1. Title of the Practice: *Oorja- Ek Kadam Naari Sasahaktikaran ki aur***

**Objectives of the Practice:**

- To empower women in local communities by providing them with skill based training and opportunities for economic independence.
- To promote sustainable livelihoods and entrepreneurship among women through self-help groups.
- To enhance the socio-economic status of women and their families in adopted villages.

**Context:**

In many rural areas, women face significant socio-economic challenges, including limited access to education, employment opportunities, and financial resources. Recognizing the importance of addressing these issues, DAV University has undertaken initiatives to empower women in its adopted villages.

These initiatives aim to provide women with the skills, resources, and support they need to become economically self-reliant and active participants in their communities' development.

**Practice:**

Established **3 Women Self-Help Groups in Village Karari**, to train women in various **income-generating activities viz Pickle Making, Squash Making, Jam Making, and Cloth Bag Making**.

Facilitated the acquisition of a **Cold Press Oil Extraction Machine** through the generous contribution of the **ICICI Foundation**. This machine enables women to extract cold-pressed mustard oil and coconut oil, utilizing by-products for fertilizer and sweets.

**Provide Assistance in selling the products prepared by the Women Self-Help Groups, by setting up a Sale Cum Exhibition Counter** at the University's reception area, providing visibility and accessibility to their products.

Facilitated the **Registration of Women Self-Help Groups with the Punjab State Rural Livelihood Mission (PSRLM)**, to ensure the necessary support and recognition from government.

Assisted these groups in obtaining **FSSAI License**, crucial for legitimate sale of their food products.

Initiated **Entrepreneurship Assistance Programmes in collaboration with ICICI Foundation in Village Karari, Nussi, and Sarmastpur** to equip women with the skills and knowledge needed to start and manage their businesses effectively.

Conducts a 5-day training on "**Value Addition to Summer Crops for Preservation**," providing women with techniques to enhance the shelf life and marketability of summer crops.

Training on **Mushroom Cultivation** to diversify their skill set and to enable them to explore new avenues of **Income Generation**.

**Evidence of Success:**

- **Registration of 30 Women in the Self-Help Groups**
- Counselling of around **300 women** under the **Entrepreneurship Assistance Programmes**
- **Positive Feedback and Testimonials** from women participants regarding **Skill Development and Empowerment**.
- **Improved Socio-Economic Status** of participating women and their families.
- **Support from external organizations, such as the ICICI foundation**, highlighting the success and impact of the initiatives.
- Obtained **FSSAI license** enables the women to sell their products legally and ensures product quality and safety standards.
- **Participation in Exhibitions** organized by various government and non-government bodies further expands market reach and visibility of women's products.

**Problems Encountered and Resources Required:**

**Challenges:**

- Initial resistance or skepticism from community members regarding the effectiveness and sustainability of the initiatives.
- Limited access to markets and distribution channels.
- Technical difficulties or maintenance issues with the cold press oil extraction machine.

#### **Resources Required:**

- At least 5-6 training and capacity-building programs for women participants in a year.
- Financial support of atleast Rs 2-3 lacs per annum for the acquisition and maintenance of equipment and machinery.
- Marketing and branding assistance for promoting their products.
- Collaboration with local authorities and organizations for infrastructure and logistical support.
- Monitoring and evaluation mechanisms to assess the impact and effectiveness of the initiatives.

#### **Notes:**

- Continuous engagement with stakeholders is crucial for the sustainability and success of the programs.
- The University should explore opportunities for scaling up and replicating successful practices in other communities and regions.

#### **1. Title of the Practice: Disha @ Aatamnirbhar and Viksit Bharat (DAV)**

#### **Objectives of the Practice:**

- To address economic disparities in education and provide financial support to financially disadvantaged students.
- To empower students to sustain their education by creating and selling products through an Exhibition-cum-sale counter.
- To promote entrepreneurship and work ethics among students.

#### **Context:**

Economic barriers significantly hinder access to higher education, especially for **Financially Disadvantaged Students**. Recognizing this challenge, DAV University initiated the **Disha @ Aatamnirbhar and Viksit Bharat (DAV) Program**, aligned with the broader goals of the **Aatmanirbhar Bharat mission**, which encourages self-reliance and entrepreneurship.

Aims to alleviate the financial burden on students by offering a range of work and entrepreneurial opportunities within the University

#### **Practice:**

- **Work Opportunities:** Students are employed for various tasks (e.g., admissions, content creation) to

support their education and earn an income, aligning with the push for local employment.

- **Compensation:** Based on hours worked, providing non-creative students practical work experience.
- **Exhibition-Cum-Sale Counter:** Inspired by Aatmanirbhar Bharat, this on-campus marketplace lets students create and sell products, gaining business skills, entrepreneurial experience, and income.
- **Agricultural Plots:** Third and final-year Agricultural Sciences students use University plots to cultivate crops, sell produce, and gain hands-on experience, supporting agricultural self-sufficiency and rural development.

#### **Evidence of Success:**

- **Beneficiary Count:** Approximately 1,400 students have benefited.
- **Entrepreneurial Skills:** Students involved in the Exhibition-cum-Sale Counter developed skills and work ethics aligned with Aatmanirbhar Bharat.
- **Agricultural Experience:** B.Sc (Hons.) Agriculture students gained practical experience and financial gains, supporting agricultural self-sufficiency.
- **Increased Engagement:** Higher student participation in University functions, fostering a self-sufficient and developed campus community.

#### **Problems Encountered and Resources Required:**

- **Challenges:**
  - Limited resources for Exhibition-cum-Sale Counter infrastructure.
  - Balancing academic workload with work-based activities.
  - Fair distribution of work opportunities and earnings.
  - Additional resources and coordination needed for crop cultivation.
- **Resources Required:**
  - Financial support for Exhibition-cum-Sale Counter infrastructure, supplies, and marketing.
  - Training in entrepreneurship, financial literacy, and business management.
  - Support for crop cultivation, including land preparation, seeds, and tools.
  - Collaboration with local businesses and alumni for market expansion.
  - Monitoring and evaluation mechanisms to assess program effectiveness.

#### **Notes:**

- The program emphasizes inclusivity, transparency, and sustainability.
- Collaboration with faculty, staff, and student organizations is essential for providing mentorship and mobilizing resources.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**Distinctive Area of DAV University: Empowering Agricultural Communities through Education and Engagement**

DAV University is dedicated to upholding the principles of Arya Samaj, emphasizing holistic education, social responsibility, and the promotion of Indian moral values. These core principles guide the university's mission to serve rural communities through education, community engagement, and agricultural upliftment. Recognizing that a significant portion of India resides in villages, the university focuses on programs that empower rural populations and address pressing social issues, including public health, environmental sustainability, and economic development.

Situated in a predominantly agrarian region, DAV University plays a pivotal role in improving the lives of farming families through education, extension services, and community engagement programs. This focus on agricultural upliftment reflects the university's commitment to rural development, sustainability, and socio-economic empowerment.

**Key Features of DAV University's Agricultural Upliftment and Rural Engagement**

- 1. Engaging Agricultural Families through Education** Nearly 40% of DAV University's students come from agricultural backgrounds. The Faculty of Agricultural Sciences offers programs designed to enhance agricultural productivity and improve rural livelihoods.

  - **Training on Innovative Farming Techniques:** Academic courses and workshops equip students with knowledge of modern farming practices, value addition, and waste management.
  - **Collaboration with Local Farmers:** The faculty provides up-to-date knowledge on sustainable agricultural practices, significantly impacting farming efficiency.
  - **Consultancy Services:** The university collaborates with Om Pulp Products LLP, which

produces eco-friendly crockery from agricultural waste, promoting sustainability. An MOU with CEID Consultants enhances environmental management through sustainable bioslurry practices.

**2. Community Engagement and Public Health** Community engagement is integral to DAV University's mission, reflected in programs addressing social issues and public health challenges.

- **Curriculum-Integrated Engagement:** A Community Engagement course ensures students interact with rural communities, contributing to their development. Agricultural students participate in the Rural and Agricultural Work Experience (RAWEX) Program, collaborating with farmers on crop yield and rural economics.
- **Projects with Punjab State Council for Science and Technology (PSCST):** Establishing an STI Cell to empower Scheduled Caste (SC) communities focuses on livelihood generation and sustainable technologies, exemplifying the university's commitment to social equity.
- **Public Health Initiatives:** A grant has enabled the establishment of Public Health Clubs in schools across Punjab, collecting health data and conducting epidemiological analysis to mitigate public health risks.

**3. Environmental Stewardship and Climate Action** Environmental sustainability is a cornerstone of DAV University's efforts.

- **NSS Initiatives:** The NSS Unit conducts plantation drives, cleanliness campaigns, and awareness programs on health and hygiene, fostering responsibility among students and community members.
- **Climate Ambassadors:** Selected and trained students lead green initiatives, promoting sustainable agriculture and reducing carbon footprints.

**4. Extension Activities for Farmers** DAV University's extension services benefit local farmers through workshops, field demonstrations, and outreach programs.

- **Field Demonstrations and Workshops:** Local farmers participate in practical demonstrations on sustainable agriculture, irrigation techniques, and organic farming methods, enhancing their farming outcomes.
- **Environmental Sustainability:** Emphasis on eco-friendly methods reduces degradation, improves soil health, and enhances long-term agricultural productivity.

**5. Empowering Rural Women** Programs like the Unnat Bharat Abhiyan and the establishment of the STI Cell focus on economic empowerment for women.

- **Skill-Enhancement Training:** Women receive training in areas such as dairy farming and handicrafts, helping them achieve financial independence.
- **Promoting Gender Equality:** Initiatives align with the university's dedication to social justice and gender equality, inspired by Arya Samaj values.

**6. Sustainability and Environmental Stewardship** The NSS Unit promotes environmental sustainability in rural areas.

- **Health and Hygiene Awareness:** NSS programs raise awareness about sanitation, personal hygiene, and clean drinking water, which are critical to rural community well-being.
- **Environmental Campaigns:** Initiatives like tree planting and waste management contribute to conservation and rural sustainability.

## Recognition and Global Linkages

DAV University's initiatives align with national and global priorities, contributing to several Sustainable Development Goals (SDGs), including:

- **SDG 1 (No Poverty):** Through livelihood programs for farmers and SC communities.
- **SDG 2 (Zero Hunger):** By increasing agricultural productivity and promoting sustainable food systems.
- **SDG 3 (Good Health and Well-Being):** Through public health clubs and health awareness programs.
- **SDG 5 (Gender Equality):** By empowering rural women through self-help groups.
- **SDG 13 (Climate Action):** Through climate ambassador initiatives and environmental programs.

### Recognition for Social Impact

DAV University's commitment to agricultural upliftment and rural engagement has garnered national recognition. In May 2023, the university received the Excellence in Serving Social Causes in Rural Areas award from the Associated Chambers of Commerce and Industry of India (ASSOCHAM). This award underscores the university's leadership in addressing socio-economic challenges faced by rural communities and its lasting contribution to rural India.

### Conclusion: A Leader in Agricultural and Rural Development

DAV University's focus on empowering agricultural communities through education and engagement positions it as a pioneer in transforming the lives of farming families. By integrating education, community outreach, and practical training, the university equips the next generation of farmers with the skills needed to thrive in a competitive and sustainable agricultural landscape. Through its commitment to empowering rural communities, DAV University continues to serve as a beacon of hope and progress for agricultural development in India.

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

The DAV movement was started in 1886 to embody the educational philosophy of Swami Dayanand Saraswati, which emphasizes a modern scientific approach while grounding students in the rich heritage of Vedic culture. The **Dayanand Anglo-Vedic (DAV) Trust and Management Society** was founded to fulfil the visionary ideals of the great philosopher Maharishi Dayanand Saraswati. Registered under the **Societies Registration Act of 1860**, the first DAV school was opened in **Lahore** in the same year, with **Mahatma Hans Raj** serving as the **Honorary Headmaster**.

Key figures from the **Arya Samaj**, such as **Lala Lajpat Rai, Pandit Gurudutt Vidyarthi, Mahatma Hans Raj, Pandit Lekh Ram, and Lala Sidas**, played significant roles in the foundation of the DAV movement. Today, the **DAV College Trust & Management Society**, stands as the largest non-governmental organization (not for the Profit) in the field of education in India, making substantial contributions to nation-building through pioneering private initiatives in education.

Over its **138-year** history, DAV has produced leaders in various fields, including **Nobel Laureates, President, Prime Ministers, scientists, athletes, players, Olympians, defence personnel, actors, media professionals, and CEOs**, all making meaningful contributions to India's economic and social development.

- Currently, DAVCMC manages over **950** educational institutions, including public schools, colleges, professional colleges, project schools, and semi-project schools figuring its presence across 22 States/UTs in India.
- The establishment of DAV University in 2013, under the dynamic leadership of **Dr. Punam Suri (Padam Shree Awardee)**, who serves as both the President of DAVCMC and the Chancellor of the University; marks another significant milestone in DAV's commitment to educational excellence.

### Concluding Remarks :

In conclusion, DAV University, Jalandhar, stands out as a model of academic excellence and innovative education, demonstrating a profound commitment to meeting local, regional, national, and global developmental needs. The University's curriculum is meticulously crafted to align with its vision and mission, ensuring it remains relevant and dynamic. By integrating Indigenous Knowledge Systems (IKS) with cutting-edge technology, the curriculum fosters a rich learning environment that respects traditional knowledge while embracing modern practices.

Central to this educational approach is the emphasis on holistic development, where critical thinking, ethical values, and digital literacy are prioritized. The University's incorporation of interdisciplinary courses, value-added programs, and emerging fields ensures that students are well-equipped with contemporary knowledge and skills that meet the demands of the rapidly changing job market. Experiential learning opportunities, including internships, projects, and fieldwork, allow students to apply theoretical concepts in real-world contexts, enhancing their practical understanding.

Moreover, DAV University is committed to inclusivity and diversity in its student body. Through tailored learning strategies that address the varied needs of students, such as personalized counselling for slow learners

and advanced research opportunities for high achievers, the institution ensures that every student can thrive. The robust support systems in place, including a dedicated student council, grievance redressal mechanisms, and financial aid programs, underscore the University's commitment to student welfare.

In addition to its academic framework, DAV University has established a strong research culture, evidenced by its impressive publication metrics and active involvement in international collaborations. This focus on research not only enhances the University's academic stature but also contributes to societal development through applied knowledge and innovation.

The University's commitment to sustainability and social responsibility is further reflected in its initiatives addressing social issues through curricular and extracurricular activities. By fostering a sense of civic duty among students and encouraging community engagement, DAV University prepares graduates who are not only industry-ready but also socially responsible citizens, poised to make meaningful contributions to society. Overall, DAV University embodies a comprehensive and forward-thinking approach to education, preparing its students for success in an interconnected world.